



**ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
September 24, 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. September 10, 2012
5. **REPORTS**
 - a. Updates from the Department of Institutional Effectiveness, Research, and Planning – TBD/A Voelcker
 - b. SLOs/PLOs: Cleaning up your data FPD
6. **ACTION ITEMS**
 - a. KIN 181 SLOs
 - b. KIN 182 SLOs
 - c. Kinesiology PLOs
 - d. NF 103 SLOs
 - e. ART 132L SLOs
 - f. ART 130L SLOs
 - g. SLO revision process (attachments)
7. **DISCUSSION ITEMS**
 - a. Operational Outcomes (Kim Kovell)
 - b. FPD credit for PLO assessment (attachment)
 - c. SLO committee member responsibilities (attachment)
8. **ADMINISTRATIVE BUSINESS**
 - a. **SLO-Related Events**
 - SLOs/PLOs: Action plans, programs, & budgets- Thursday, September 27, 2012 (6-9 pm, SSV 151)
 - SLOs/PLOs: Closing the loop- Thursday, November 1, 2012 (6-9 pm, SSV 151)
 - SLOs/PLOs: Lessons learned- Thursday, November 15, 2012 (6-9 pm, SSV 151)
9. **OTHER**
 - a. Future SLO Meeting dates for Fall 2012: Oct. 8, Oct. 22, Nov. 12, Nov. 26
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
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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

Dr. Fredy Avila, Chair, called the September 24, 2012 meeting to order at 3:05 p.m.

MEMBERS PRESENT

Dr. Fredy Aviles, Chair
Aaron Voelcker
Aeron Zentner
Carolyn Burrell
Dr. Glenn Haller

Dr. Irit Gat
Stacey Adams
Wendy Stout
Willard Howard
William Vaughn

MEMBERS ABSENT

Dr. Robert Harris
Yvette Cruzalegui
Leslie Baker
Dr. Bassam Salameh

2. OPENING COMMENTS FROM THE CHAIR

Dr. Fredy Aviles announced transfer degrees must be approved through the Academic Policies & Procedures (AP&P) committee; deadline is November 26, 2012. He reminded members that PLOs must be approved by the Student Learning Outcomes (SLO) committee prior to AP&P approval, and that faculty will receive an email with attachments and samples. The program will not be discussed in AP&P until the PLO has been approved. Dr. Aviles asked the committee to inform divisions of the process, and remind them they will not be prepared for Fall 2013 if their PLOs are not approved this semester.

3. OPENING COMMENTS FROM THE PUBLIC

None.

4. APPROVAL OF MINUTES

a. September 10, 2012

*A motion was made and seconded to approve the September 10, 2012 minutes with corrections.
Motion passed.*

5. REPORTS

a. Updates from the Department of Institutional Effectiveness, Research and Planning

Mr. Aaron Voelcker reviewed recent outcomes assessment compliance reports. Results are as follows:

- Instructional SLOs are at 94% compliance. Realistically 96-96% is as good as we can get due to some courses being taught exclusively by adjunct faculty who may or may not be in the 'outcomes assessment' loop.
- Operational Outcomes compliance is currently at 78.6%, up from 30%. PLO compliance figures are unknown at this time, but are not good.

Mr. Voelcker announced his resignation from Antelope Valley College, and stated Aeron Zentner will assume all duties related to the SLO Committee. Any WEAVE online questions after October 4, 2012 should be directed to Aeron Zentner at ext. 6262 or zaentner@avc.edu.

- b. Dr. Fredy Aviles stated the SLOs/PLOs: Cleaning Up Your Data FLEX event was poorly attended, but generated good discussion about processes.

6. **ACTION ITEMS**

a. **KIN 181 SLOs**

A motion was made and seconded to approve KIN 181 SLOs.

The motion was challenged with discussion initiated by William Vaughn and Dr. Glenn Haller, of prefacing course teachings with a personal philosophy.

Motion failed.

A motion was made and seconded to provisionally approve KIN 181SLOs, pending changes. Motion passed.

Dr. Glenn Haller is to bring changes to Dr. Aviles.

b. **KIN 182 SLOs**

A motion was made and seconded to approve KIN 182 SLOs.

Motion failed.

A motion was made and seconded to provisionally approve KIN 182 SLOs, pending changes. Motion passed.

Dr. Glenn Haller will bring changes to Dr. Aviles.

c. **Kinesiology PLOs**

A motion was made and seconded to approve Kinesiology PLOs.

Motion passed.

d. **NF 103 SLOs**

A motion was made and seconded to approve NF 103 SLOs.

Motion passed with correction of typo.

e. **ART 132L SLOs**

A motion was made and seconded to approve ART 132L SLOs.

Motion failed.

A motion was made to approve ART 132L SLOs, pending provisional changes:

- remove student based criteria
- suggestion of faculty developed rubric on both
- delete PLO's
- revise and bring back to next meeting

No second motion. Motion failed.

f. **ART 130L SLOs**

No motion – item failed.

- remove student based criteria
- suggestion of faculty developed rubric on both
- delete PLO's
- revise and bring back to next meeting

g. **SLO Revision Process**

Dr. Aviles explained the revision process. Minor revisions can be approved by Dr. Aviles – does not appear before SLO committee. Major revision must be reviewed by the SLO committee. Dr. Aviles stated that this would be brought to discussion at a later date due to missing information about process.

7. **DISCUSSION ITEMS**

a. **Operational Outcomes (Kim Covell)**

Ms. Kim Covell addressed the members regarding Operational Outcomes (OOs). She explained that while SLOs track student learning and program outcomes, Operational Outcomes (OOs) are designed to track effectiveness with programs. Ms. Covell stated that because AVC does not have a resource of Operational Outcome data, she has been trying to gather OO data from other schools to borrow and use. Ms. Covell will share the information at a future SLO meeting.

b. FPD credit for PLO assessment (attachment)

No discussion.

c. SLO committee member responsibilities (attachment)

No discussion.

8. ADMINISTRATIVE BUSINESS

a. SLO-Related Events

- SLOs/PLOs: Action plans, programs, & budgets- Thursday, September 27, 2012, 6-9 pm, SSV 151
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9. OTHER

a. Future SLO Meeting dates for Fall 2012: Oct. 8, Oct. 22, Nov. 12, Nov. 26

10. ADJOURNMENT

The Student Learning Outcome meeting of September 24, 2012, was adjourned at 4:23 p.m.

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Faculty/Staff Member (Please Print) Rich Sim

Date Submitted: 09/14/2012

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: ART 130L

COURSE TITLE: Ceramics Lab Wheel Thrown Pottery

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 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. *Submit a signed copy of this form to the SLO Committee mailbox. Submit an electronic copy to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1,2,3,4,5		Create a body of work that demonstrates an understanding of form, content, historical influences, and creative development.	Portfolio assessment and individual critique. A score of 70% or more is needed to meet the SLO. The achievement target is that 70% of students will have met the SLO.
2, 4, 6		Produce work of specified size and shape that demonstrates proficiency in the development of skills using the potter's wheel, glazing, and kiln procedures.	Specific projects graded with an instructor developed rubric. A score of 70% or more is needed to meet the SLO. The achievement target is that 70% of students will have met the SLO.

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

Form approved: 2/11/2008/Updated March 2011

Faculty/Staff Member (Please Print) Rich Sim

Date Submitted: 09/14/2012

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: ART 132L

COURSE TITLE: Ceramics Lab Hand Building

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.
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ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1,2,3,4,5		Create a body of ceramics work that demonstrates an understanding of form, content, historical influences, and creative development.	Portfolio assessment and individual critique. A score of 70% or more is needed to meet the the SLO. The achievement target is that 70% of students will have met the SLO.
2,4,6		Produce work that demonstrates proficiency in the development of skills using slab roller, extruder, glazing, and kiln procedures.	Specific projects graded with an instructor developed rubric. A score of 70% or more is needed to meet the the SLO. The achievement target is that 70% of students will have met the SLO.

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

Form approved: 2/11/2008/Updated March 2011

Faculty/Staff Member (Please Print) Cynthia Lehman

Date Submitted: 09/18/2012

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: **HIST 120**

COURSE TITLE: **AFRICAN HISTORY SINCE 1900**

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.
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ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1, 3, 4, 5		Identify major individuals and cultural, economic, political, social, and religious events from this historical period.	Multiple choice, short answer, and/or essay exams with grading rubric. 70% of our students will achieve 70% or higher on the assessment.
1, 3, 4, 5		Recognize significant problems arising during this historical period.	Multiple choice, short answer, and/or essay exams with grading rubric. 70% of our students will achieve 70% or higher on the assessment.
1, 3, 4, 5		Evaluate the repetitive cycles of history relevant to this historical period and current events.	Multiple choice, short answer, and/or essay exams with grading rubric. 70% of our students will achieve 70% or higher on the assessment.

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

Form approved: 2/11/2008/Updated March 2011

Faculty/Staff Member (Please Print) Tooraj Gordi

Date Submitted: 09/19/2012

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: MATH 065

COURSE TITLE: Basic Math

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.
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ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
2,3		Perform basic operations on whole numbers, rational numbers, including signed numbers, and be able to manipulate numerical expressions	The department final is the assessment tool. A successful outcome is achieved if at least 70% of students score 70% or higher on specified problems.
1-4		Apply computational techniques to a variety of word problems including conversions among units in the English System and the Metric System of measurement as well as basic geometry problems.	The department final is the assessment tool. A successful outcome is achieved if at least 70% of students score 70% or higher on specified problems.
1-4		Understand and create simple bar graphs, line graphs, tables, pie charts. Use ratios, proportions, and percents to compare and draw conclusions.	The department final is the assessment tool. A successful outcome is achieved if at least 70% of students score 70% or higher on specified problems.
1-4		Translate verbal statements to algebraic expressions or linear equations and demonstrate ability to simplify expressions or solve first degree equations including the ones with rational coefficients.	The department final is the assessment tool. A successful outcome is achieved if at least 70% of students score 70% or higher on specified problems.

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

Form approved: 2/11/2008/Updated March 2011

Faculty/Staff Member (Please Print) Tooraj Gordi

Date Submitted: 09/19/2012

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: MATH 124

COURSE TITLE: Finite Mathematics

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. Demonstrates 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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ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
2,3,4		1-Perform operations on matrices, utilize matrices to solve linear systems and a variety of real world problems including Markov Chains.	Quizzes, midterms, and/or final examination will be used to assess each learning outcome. A successful outcome will be that at least 70% of the students score 70% or more on specified problems.
1-4		2-Understand variety of logical statements, construct truth tables, analyze arguments including the ones with quantifiers to determine their validity.	Quizzes, midterms, and/or final examination will be used to assess each learning outcome. A successful outcome will be that at least 70% of the students score 70% or more on specified problems.
1-4		3-Apply both geometric and simplex methods to solve linear programming problems. 4-Understand the concepts of probability and counting principles, apply the concepts to determine the probability of different events, and compute the expected value.	Quizzes, midterms, and/or final examination will be used to assess each learning outcome. A successful outcome will be that at least 70% of the students score 70% or more on specified problems. Quizzes, midterms, and/or final examination will be used to assess each learning outcome. A successful outcome will be that at least 70% of the students score 70% or more on specified problems.
1-4		5-Determine measures of variation, understand the normal distribution and be able to compute the normal approximation to a binomial distribution.	Quizzes, midterms, and/or final examination will be used to assess each learning outcome. A successful outcome will be that at least 70% of the students score 70% or more on specified problems.

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

Form approved: 2/11/2008/Updated March 2011

Faculty/Staff Member (Please Print) Tooraj Gordi

Date Submitted: 09/19/2012

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: MATH 148

COURSE TITLE: Calculus for Business & Economics

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 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. *Submit a signed copy of this form to the SLO Committee mailbox. Submit an electronic copy to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1-4		Perform technical computations and show mastery in manipulating algebraic expressions and solving equations.	Each outcome will be assessed using selected items on quizzes, midterms, and/or final exam. A successful outcome will be that 70% of the students get 70% or more of the credit.
1-4		Apply differentiation techniques to solve various word problems involving rate of change, maximization/minimization, and marginal analysis.	Each outcome will be assessed using selected items on quizzes, midterms, and/or final exam. A successful outcome will be that 70% of the students get 70% or more of the credit.
1-4		Apply integration techniques to solve problems involving the average value of a function as well as consumer's surplus and continuous money flow.	Each outcome will be assessed using selected items on quizzes, midterms, and/or final exam. A successful outcome will be that 70% of the students get 70% or more of the credit.

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

Form approved: 2/11/2008/Updated March 2011

Faculty/Staff Member (Please Print):

Date Submitted:

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Associate of Arts in Psychology for 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.

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
4	Write an APA style research paper that reviews, synthesizes, and critiques psychological findings.	APA formatted paper in SOC 200 scored with a faculty developed rubric. The achievement target is that 70% or more of students receive a score of 70% or higher on those questions.
3	Evaluate the major theoretical perspectives in the field of psychology, their historical contributions, and describe the research methodology associated with each.	Multiple-choice question quiz in PSY 101. Achievement targets will be considered met when 70% or more of the students receive a score of 70% or higher on those questions.
5	Evaluate the importance of multiculturalism in the field of Psychology and critically analyze the consequences of failing to do so.	Essay in PSY 230 Graded with a faculty developed scoring rubric. Achievement targets will be considered met when 70% or more of the students receive a score of 70% or higher on those questions.

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

Faculty/Staff Member (Please Print) Barbara Fredette

Date Submitted: 09/27/2012

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: BI205

COURSE TITLE: Introduction to Biotechnology

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.
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Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each 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. *Submit a signed copy of this form to the SLO Committee mailbox. Submit an electronic copy to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1,2,3,4,5		5. Practice and understand proper and safe laboratory practices such as solution calculation and preparation, measurement techniques, equipment usage, sterile culture techniques, and documentation of procedures and their outcomes.	SLO 5 will be assessed from laboratory reports and laboratory notebooks that students will prepare. Achievement targets will be met when 70% or more of students achieve a score of 70% or more on selected lab exercises.
1,2,3,6		6. Understand the practical applications of biotechnology methods in basic research, medical therapies, agriculture and forensics.	SLO 6 will be assessed by objective exam questions. Achievement targets will be met by four or more correct responses of six questions for 70% or more of students.

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

Form approved: 2/11/2008/Updated March 2011

Faculty/Staff Member (Please Print) Barbara Fredette

Date Submitted: 09/25/2012

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: BIOL 205

COURSE TITLE: Introduction to Biotechnology

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.
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ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
2, 3		1. Distinguish cell types and relate cell structures to their functions.	SLO 1 will be assessed by objective exam questions. Achievement targets will be met by four or more correct responses of six questions for 70% or more of students.
2, 3		2. Understand and demonstrate the relationship between DNA structure, messenger RNA structure, and protein structure, and perform experiments to demonstrate processes of transcription and translation of DNA sequences	SLO 2 will be assessed by objective exam questions. Achievement targets will be met by four or more correct responses of six questions for 70% or more of students.
2, 3, 4		3. Transfect bacterial cells with recombinant genes for expression of non-bacterial (recombinant) proteins	SLO 3 will be assessed from laboratory reports and laboratory notebooks that students will prepare. Achievement targets will be met when 70% or more of students achieve a score of 70% or more on selected lab exercises.
2, 3, 4, 5		4. Separate, identify, and perform functional assays of proteins	SLO 4 will be assessed from laboratory reports and laboratory notebooks that students will prepare. Achievement targets will be met when 70% or more of students achieve a score of 70% or more on selected lab exercises.

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

Form approved: 2/11/2008/Updated March 2011

Faculty/Staff Member (Please Print) Richard Colgren

Date Submitted: _____

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: Engr 125

COURSE TITLE: Introduction to MATLAB, Simulink, Stateflow

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.
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Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each 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. *Submit a signed copy of this form to the SLO Committee mailbox. Submit an electronic copy to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
3	NA	Students will be able to work in MATLAB with Matrices and Arrays, accomplish Data Input, Output, and Manipulation, and use MATLAB's Graphics and MATLAB Graphical User Interfaces (GUIs) and MATLAB's Programming Language.	70% of the students will achieve a score of 70% on these outcomes on major exams that will be given before the midpoint of the course (on MATLAB), in the later part of the course (on Simulink) and in a comprehensive exam including Stateflow that will be given during Finals Week. (SLOs 1, 2, 3, 4).
3	NA	Students will be able to work in Simulink with Model Libraries, Block Diagrams, System Inputs (Sources) and Outputs (Sinks), do Model Construction, and use the Graphics, Visualization, and Design Tools.	
3	NA	Students will be able to work with the Simulink and Stateflow Graphical User Interfaces and their GUI based Programming Languages.	
3	NA	Students will be able to do Simulations and Parameter Initialization and Modification in Simulink and Stateflow.	

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

Form approved: 2/11/2008/Updated March 2011

Faculty/Staff Member (Please Print) Richard Colgren

Date Submitted: _____

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: Engr 215

COURSE TITLE: Dynamics

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 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. *Submit a signed copy of this form to the SLO Committee mailbox. Submit an electronic copy to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
3	NA	Students will be able to determine the time, velocity, acceleration and position of particles given positional information or using conservation of energy.	70% of the students will achieve a score of 70% on these outcomes on two midterm examinations plus in a final examination. (SLOs 1, 2, 3, 4).
3	NA	Students will be able to calculate the forces necessary to cause acceleration and velocities using energy and momentum conservation laws.	
3	NA	Students will be able to calculate accelerations and velocities due to forces and moments.	
3	NA	Students will be able to determine vibration pairs and period of oscillation in damped and undamped systems.	

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

Form approved: 2/11/2008/Updated March 2011

Faculty/Staff Member (Please Print) Richard Colgren

Date Submitted: _____

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: Engr 221

COURSE TITLE: Engineering Thermodynamics

- 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 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. *Submit a signed copy of this form to the SLO Committee mailbox. Submit an electronic copy to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
3	NA	Students will understand thermodynamic principles and the basic relations among physical properties of materials.	70% of the students will achieve a score of 70% on these outcomes on a midterm examination plus in a final examination. (SLOs 1, 2, 3).
3	NA	Students will be able to apply the first and second laws of thermodynamics.	
3	NA	Students will be able to apply thermodynamic reasoning to applications in real world energy systems including power cycles, reverse cycles, and simple combustion systems, phase transformations and kinetics.	

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

Form approved: 2/11/2008/Updated March 2011

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.

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

Program: Political Science AA-T Degree

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.

All programs must attach a proposed cycle of assessment.

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
2,3,4	Students will demonstrate an awareness of the methods of inquiry used by professional political scientists, including research, critical analysis, and synthesis.	Assessment will occur in POLS 103, POLS 200, POLS 201, POLS 202, and POLS 203 through written essay examinations, short discussion papers, class presentations and analytical essays scored with a faculty developed rubric. The achievement target is that 70% or more of students receive a score of 70% or higher on the assessment.

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

Faculty/Staff Member (Please Print) _____

Date Submitted: _____

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: _____

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

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

SLO Committee Revision Process

Proposal 1:

When a course is revised through AP&P in Curricunet, the SLO committee co-chair shall indicate by selecting the appropriate checkbox whether SLO/PLO revision is necessary. The SLO Committee Faculty Co-chair shall review SLO and PLO revisions before bringing them to the SLO committee for a more thorough review. In order to be considered, faculty must use the appropriate SLO/PLO revision form available through the SLO committee website.

Any change considered a minor revision will be approved by the faculty co-chair and forwarded to Melissa Jauregui for recording. The SLO co-chair will also indicate approval in Curricunet by selecting the appropriate checkbox. Notification of approval will be sent to the faculty that submitted the revised SLOs/PLOs so that the relevant changes can be made in WEAVE and assessment can continue.

Any change considered a major revision or one requiring clarification will be brought to the committee for a full review. If such change requires a revision of the course itself, the faculty member submitting the revision will be notified that the course must be revised through AP&P so that those changes can be incorporated into WEAVE.

The SLO Committee defines minor and major revisions in the following way:

Minor Revision:

- A revision that involves a change in the wording of the SLO/PLO but not its basic content.
- A change in the assessment method or achievement target of the SLO/PLO.
- A change in the number of SLOs/PLOs that still assesses the same basic content (e.g. 1 SLO is split into 2).
- Any other change in the SLO/PLO that does not necessitate a change in the course objectives.

Major Revision:

- A change in the basic content of the SLO/PLO such that it no longer incorporates all course objectives or reflects those objectives inaccurately.
- Any change that requires a revision of course objectives or the course itself.

SLO Committee Revision Process

Proposal 2:

SLOs will be listed immediately after the course objectives in the course outline of record COR. When a course is revised through AP&P in Curricunet, the SLO committee co-chair will have a checkbox to indicate if SLO/PLO revision is necessary. The SLO Committee Faculty Co-chair shall review SLO and PLO revisions before bringing them to the SLO committee for a more thorough review. In order to be considered, faculty must use the appropriate SLO/PLO revision form available through the SLO committee website.

Any change considered a minor revision will be approved by the faculty co-chair and forwarded to Melissa Jauregui for recording. The SLO co-chair will also indicate approval in Curricunet by selecting the appropriate checkbox. Notification of approval will be sent to the faculty that submitted the revised SLOs/PLOs so that the relevant changes can be made in WEAVE and assessment can continue.

Any change considered a major revision or one requiring clarification will be brought to the committee for a full review. If such change requires a revision of the course itself, the faculty member submitting the revision will be notified that the course must be revised through AP&P so that those changes can be incorporated into WEAVE.

The SLO Committee defines minor and major revisions in the following way:

Minor Revision:

- A revision that involves a change in the wording of the SLO/PLO but not its basic content.
- A change in the assessment method or achievement target of the SLO/PLO.
- A change in the number of SLOs/PLOs that still assesses the same basic content (e.g. 1 SLO is split into 2).
- Any other change in the SLO/PLO that does not necessitate a change in the course objectives.

Major Revision:

- A change in the basic content of the SLO/PLO such that it no longer incorporates all course objectives or reflects those objectives inaccurately.
- Any change that requires a revision of course objectives or the course itself.

Response from Melissa Jauregui concerning Proposal 2:

Please note, in order for the SLO's to appear after the objectives on the COR as stated below, that data would need to be entered into CurricUNET since the COR is generated from CurricUNET. We do not have a way to add the SLOs on the COR if they are not entered into CurricUNET.

Once the data is entered, and if edits are needed as described below, those revisions could be done directly in CurricUNET and the SLO Committee could then have a paperless approval process. If the intention of AP&P and the SLO committee is to have this information entered into CurricUNET so it appears on the COR, I believe this would need to be approved or supported by the Academic Senate since in the past this was a point of contention.

Please advise.

Sincerely,

Melissa Jauregui
Academic Affairs Technician
P: 661-722-6317

FPD Credit for Assessment Facilitators (Formerly WEAVE Facilitators)

Responsibilities of Facilitators-

- 1- Aggregate and enter SLO data
- 2- Lead/facilitate discussions related to data analysis and action plans
- 3- Enter action plans and supporting documents/evidence
- 4- Communicate with divisional representative as needed
- 5- FPD credit awarded according to the following formula:

of course sections X .5 hours= FPD credit
Maximum credit per semester= 10 hours

SLO Committee Member Responsibilities:

- Coordinate SLO functions within their respective division/area.
- Liaison for AP&P and SLO issues with AP&P Rep.
- Attend WEAVE training each semester; facilitate and troubleshoot basic WEAVE-related questions/issues.
- Support the work of Assessment Facilitators with individualized training, assistance with SLO/PLO/OO development, reminders of deadlines and due dates, etc.
- Report back to divisions/areas with SLO-related issues and report specific questions/issues back to SLO Committee.
- Track WEAVE data entry.
- Randomly sample, review and evaluate SLO/PLO/OO compliance and revisions for their respective divisions/areas.
- Facilitate PLO/OO work for programs within the division/area, including discussion related to analysis and revision, data collection, and action plan entry.
- Run routine WEAVE reports for the division and facilitate dissemination of SLO-related data. (This is not meant to replace the work of DIERP, but to be another gateway for data access.)
- Facilitate, with other members of the SLO Committee, SLO-related events at Fall and Spring Welcome Back Days.
- Facilitate, with other members of the SLO Committee, at least two other SLO-related training events each academic year.
- Attend SLO Committee meetings regularly and participate in the review of proposed and revised SLOs/PLOs/OOs, newsletter production, and development of SLO-related processes and procedures.