



**ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING**

**November 28, 2011
3:00 p.m. – 4:30 p.m.
A141 Conference Room**

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 14, 2011 (attachment)
5. **REPORTS**
 - a. Updates from the Office of Institutional Research and Planning – T. Younglove/A. Voelcker
6. **ACTION ITEMS**
 - a. SLOs:
 - LAC 020 (Revised from last meeting)
 - b. PLOs:
 - FACE (Attachment)
 - GIS (Attachment-Revised Version)
 - Math (Attachment-Revised Version)
7. **DISCUSSION ITEMS**
 - a. PLO Progress Report – M. Parker
 - b. FPD Credit Matrix/Formula – M. Parker
 - c. Committee Membership Recruitment Ideas – M. Parker
 - d. Spring Welcome Back Day (February 4, 2012) – M. Parker
8. **ADMINISTRATIVE BUSINESS**
 - a. SLO Related FPD Events for fall 2011 – Your participation is welcome!!
 - “WEAVE: Basic Training” – November 30, 2011
 - “WEAVE: Refresher Training – November 30, 2011
 - b. Fall 2011 WEAVE Data Days – December 13 – 14, 2011
9. **OTHER**
 - a. SLO Meeting dates for Spring 2012: February 13 and 27, March 12 and 26, April 9 and 23, May 14 and 28.
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 COMMITTEE
November 14, 2011

1. CALL TO ORDER AND ROLL CALL

Ms. Melanie Parker, Student Learning Outcomes (SLO) Faculty Co-Chair, called the November 14, 2011 SLO Committee meeting to order at 3:06 p.m.

2. OPEN COMMENTS FROM THE CHAIR

Ms Parker reminded the committee there was only one more meeting remaining for the semester and stated that due to a reception being held in Mr. Earl Wilson's honor, some committee members would either be late or unable to attend the meeting.

3. OPEN COMMENTS FROM THE PUBLIC

None.

4. APPROVAL OF MINUTES

a. October 24, 2011 (attachment)

A motion was made and seconded to approve the October 24, 2011 SLO Committee minutes. Motion carried with one abstention.

5. REPORTS

a. Department of Institutional Research and Planning - T. Younglove/A. Voelcker

- Mr. Ted Younglove reported that his office will be distributing the ILO and PLO Assessment surveys by the end of the week. The surveys will be emailed during this initial round of acquiring data. Both surveys will be distributed to approximately one thousand students. The first round of Assessment Week events will take place at 4:30 p.m. He stated he is hoping that both faculty and staff will participate in the coordinated events to gain a better understanding of the SLO and assessment process.

6. ACTION ITEMS

a. Approval of SLOs

- **HD 102 (attachment)**

A motion was made and seconded to approve the HD 102 SLO. Dr. Robert Harris provided a brief overview on why the course has been initiated. A recent study suggests Veteran enrollment at colleges will increase 30% annually due to the draw down of military overseas. The course will allow Veterans, and the family and friends of Veterans an opportunity to understand the adjustments required for Vets to civilian life. Committee members reviewed the proposed SLO information. Dr. Harris indicated the assessment will be performed at the end of the course with an essay. Motion carried with one abstention.

- **LAC 020 (attachment)**

A motion was made and seconded to approve the LAC 020 SLO. Committee members reviewed the submitted SLO and expressed some concerns regarding the SLO language (verb usage), and assessment language. Committee members were in consensus the assessment language should be revised to allow more flexibility. Ms. Parker stated she would contact the discipline faculty to detail the revision recommendations. Motion failed.

- **READ 097X – 097A, 097B, 097C, 097D (attachment)**

A motion was made and seconded to approve the READ 097X – 097A, 097B, 097C, and 097D SLO. Committee members reviewed the submitted SLOs and expressed some concerns regarding SLO language and the assessment tool not indicating how many students should achieve the target percentage. Some of the SLOs included an outline type format in the assessment section but was not

always needed. Ms. Parker stated she would contact the discipline faculty to detail the revision recommendations. Motion failed.

- **READ 099X – 099A, 099B, 099C, 099D (attachment)**

A motion was made and seconded to approve the READ 099X – 099A, 099B, 099C, and 099D SLO. Committee members reviewed the submitted SLOs and expressed some concerns regarding SLO language and the assessment tool not indicating how many students should achieve the target percentage. Some of the SLOs included an outline type format in the assessment section but was not always needed. Ms. Parker stated she would contact the discipline faculty to detail the revision recommendations. Motion failed.

7. DISCUSSION ITEMS

a. PLO Progress Report – M. Parker

Ms. Parker provided a brief overview of PLO progress. At this point it looks like the District will not have 100% of PLOs developed by the November 30th deadline date but there are only a few areas with work outstanding. She is hoping we can complete the remaining work early in Spring 2012 and will be able to state we have 100% Of our PLOs written and that assessment in all areas has begun. Committee members were requested to offer their gratitude to Dean Newton Chelette his support and encouragement in the development of Kinesiology, Athletics and Dance PLOs.

b. Input Needed: PE PLOs – M. Parker

Ms. Parker stated she needs input from the committee on how to address Physical Education PLOs. In working with division faculty it became clear that the current program is very broad and affords students a variety of means to complete degree requirements which makes the program difficult to assess. The core courses in the degree are sciences and then students select six units from a long list of physical education activity courses. The ability for students to pick form a list of various physical education activity courses makes it difficult to try to capture a true assessment. Currently, approximately 50% of the students in the program are student athletes and are required to participate in an exit interview. Ms. Parker inquired if committee members had any suggestions on how to address this issue. Committee members were in agreement that this is a difficult issue and maybe the discipline faculty should look into going through the AP&P process to change the degree title to Kinesiology which then the program can be designed to be more specific, therefore making the assessment process easier. Ms. Parker indicated this is the preference of the division faculty. Dr. Fredy Aviles recommended the division faculty incorporate a survey with various questions. If the students answer yes, they move onto the next question or skip to question “x.” Incorporating a survey would allow the assessment of skills in some courses. Ms. Parker indicated she will convey to the division the suggestions of the committee but in the meantime they will have to incorporate an assessment that will best meet the program until a decision is made on possibly changing the degree title.

c. FPD Credit Matrix – A. Voelcker

Mr. Voelcker stated as requested by the committee he consolidated the current FPD Credit matrix to simplify the credit table. Committee members reviewed the proposed matrix and expressed some concerns regarding the inequity of credit awarded. Ms. Parker reminded committee members they requested the matrix be consolidated and must come to an agreement of how to award FPD credit for WEAVE Facilitators. The original matrix included 100 options for FPD credit which committee members requested to be consolidated to a smaller and more simplified matrix. Dr. Fredy Aviles suggested simplifying the process by using a simple formula (i.e. 1 course x 1 section = .5 hrs) with a maximum of 10 hours credit awarded per semester. Ms. Márquez stated she believes a formula would be easier for faculty to calculate and in line with how the FPD Program awards credit for presenter hours. Committee members were in agreement that incorporating a formula to calculate FPD credit for WEAVE facilitator work would simplify the process. Ms. Stacey Adams expressed her concern about the proposed formula and stated the 1 course x 1 section = .5 hrs oversimplifies the work required of WEAVE Facilitators. There is a significant amount of work required and if the faculty are going to be designated the faculty resource for constituent faculty then it seems like the amount of credit would not be reflected accurately. Ms. Parker requested committee members to keep the formula in mind but to go back to their divisions and determine the total amount of hours required to complete the WEAVE Facilitator work (i.e. working with faculty, acquiring data, compiling data, and entering data into WEAVE).

The FPD credit matrix will be placed on the next agenda for further discussion to see if the formula method closely reflects the WEAVE Facilitator work required. In addition, Ms. Parker announced the WEAVE Facilitator title will change to Assessment Facilitators beginning next academic year.

d. Committee Membership Changes – M. Parker (attachment – revised from last meeting)

Committee members were requested to review the revised membership composition and determine if any further revisions are needed prior to forwarding to the Academic Senate as a recommended action item. The Administrative members “Deans” should not be reflected as Standing members because the appointment of either an Academic or Student Services Dean should rotate based on the either a three or two year term. Dr. Robert Harris requested the “SS Dean” be changed to Student Services Dean. Ms. Márquez stated a Counseling and Matriculation Faculty Representative be added to the list of division/area faculty. Committee members were in consensus to add an adjunct faculty representative and an Associated Student Representative as an Ad Hoc non-voting member. Committee members were in consensus the revisions made to the proposed SLO Committee Composition would be reflective of a committee work and should be forwarded to the Academic Senate for approval.

e. SLO Facilitation Changes – M. Parker (attachment – revised from last meeting)

Committee members were requested to review the revised SLO Committee Member Responsibilities draft and determine if any further revisions are needed. The membership list will be updated accordingly based on the revisions made to the committee composition. Ms. Márquez suggested using the AP&P Handbook as a model and include all pertinent SLO/PLO information for designated committee members. Ms. Parker indicated she would work on creating a handbook during the spring semester to have completed by the end of the semester. Under the Responsibilities section of the document (bullet #5), committee members were in agreement the specific number of training sessions should be identified rather than stating “as needed.” In addition, the bulleted item was recommended to be made as a note instead of a responsibility. Ms. Parker indicated she would make the recommended revisions and begin the process of creating a handbook for committee members.

8. ADMINISTRATIVE BUSINESS

a. SLO Related FPD Events for fall 2011 – Your participation is Welcome!!

- “SLOs: From Data to Action Plans” – November 15, 2011
- “WEAVE: Basic Training” – October 26, 2011 and November 30, 2011
- “WEAVE: Refresher Training” – October 12, 2011 and November 30, 2011

b. Fall 2011 Assessment Week – November 14 – 18, 2011

c. Fall 2011 WEAVE Week – November 28 – December 2, 2011

d. Fall 2011 WEAVE Data Days – December 13, 2011 – 14, 2011

8. OTHER

a. Future SLO Meeting dates for fall 2011: One meetings left! November 28, 2011

9. ADJOURNMENT

A motion was made and seconded to adjourn the November 14, 2011 Student Learning Outcomes Committee meeting at 4:25 p.m. Motion carried.

MEMBERS PRESENT		ABSENT MEMBERS	
Dr. Fredy Aviles	Melanie Parker	Maggie Drake	<i>Vacant Confidential Management Member</i>
Kim Covell	Dr. Basaam Saleme	<i>Vacant AP&P Faculty Member</i>	<i>Vacant Classified Union Member</i>
Dr. Irit Gat	Aaron Voelcker		
Dr. Robert Harris	Ted Younglove	WEAVE DATA FACILITATOR	GUEST
Patricia Márquez		Stacey Adams	Will Howard

Faculty/Staff Member (Please Print) _____

Date Submitted: _____

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER:

COURSE TITLE:

- 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

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

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Family & Consumer Sciences

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.

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

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
4,2	1. Students will develop a developmentally appropriate plan for learning based upon recognized early childhood program models, theories, and research practices. The plan will integrate a classroom learning environment, furnishings, equipment and supplies.	Rubric developed by the CFE department faculty. Successful students will score 75% or higher on the assessment in CFE 101. 70% of students will score 75% or higher.
4, 2	2. Examine and identify the social and psychological aspects of clothing and propose a planned wardrobe to express one's own personality while interpreting societal factors of acceptance and expectations.	Rubric developed by the CTE faculty to assess analysis of design criteria while evaluating clothing choices for specific function and suitability. 70% of students will score 70% or higher on the assessment in CT 100 .
4	3. Analyze and solve the needs and preferences of clients, formulating a functional space plan for the client.	Rubric developed by the ID faculty and used during the interior design program. 70% of students will score 70% or higher on the assessment in ID 100.
4	4. Using acceptable nutritional guidelines and analysis, students will develop a comprehensive and balanced personal dietary plan.	Dietary analysis assignment in NF 100. 70% of students will score 70% or higher on the rubric.

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

PROGRAM LEARNING OUTCOMES



Program: Geographic Information Systems (GIS) Certificate

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
2,4,6	Apply the steps to construct a normalized geodatabase	Grading of final project in GEOG 298A/B/C. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 70% of students assessed will meet the PLO.
2,4,6	Use the proper cartographic representations necessary to express spatial information	Grading of final project in GEOG 298A/B/C. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 70% of students assessed will meet the PLO.
2,4,6	Recognize and apply the proper geoprocessing tools and spatial statistics to solve geographic problems	Grading of final project in GEOG 298A/B/C. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 70% of students assessed will meet the PLO.
2,4,6	Be able to successfully design, implement, and complete a GIS project	Grading of final project in GEOG 298A/B/C. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 70% of all students assessed will meet the PLO.

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

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: MATHEMATICS

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
2, 3	Demonstrate mastery in evaluating derivatives and integrals over the real numbers.	70% of students scoring 70% or higher in differentiation and integration techniques in MATH 150 or MATH 160 Final Exam.
4	Classify various algorithms to solve problems.	70% of students scoring 70% or higher in either MATH 160 or MATH 230 Final Exam .
2, 3, 4	Recognize the independency of different area in mathematics, and the connection between mathematics and other disciplines.	70% of students scoring 70% or higher in either PHYS 110, PHYS 120, MATH 220, or MATH 230 Final Exam.
4	Demonstrate mathematical proofs using established definitions and theorems.	70% of students scoring 70% or higher in proof problems of MATH 220 Final Exam.

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

