



**ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
AGENDA
April 22, 2013
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 Student Learning Outcomes (SLO) Committee Chair**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. APPROVAL OF MINUTES**
 - a. April 8, 2013 Meeting (attachment)
- 5. REPORTS**
 - a. FPD: SLOs/PLOs: Closing the Loop (April 15, 2013, BE 241)
 - b. Updates from the Department of Institutional Effectiveness, Research, and Planning – Aeron Zentner
- 6. ACTION ITEMS**
 - a. Physics AS-T PLOs (attachment)
- 7. DISCUSSION ITEMS**
 - a. Flex Presentations
 - b. General Pedagogical Strategies
 - c. Fall 2013 Welcome Back
 - d. Goals for Fall 2013-Spring 2014
 - e. SLO Committee & Procedures Assessment Method
- 8. ADMINISTRATIVE BUSINESS**
 - a. SLO-Related Events – FPD: SLOs/PLOs: Lessons Learned - May 6, 2013, 6-9 pm, SSV 151
- 9. OTHER**
 - a. Revised SLOs: NS 240
 - b. Revised PLOs: none
 - c. SLO Meeting dates for Spring 2013: May 13
- 10. ADJOURNMENT**

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STUDENT LEARNING OUTCOMES MEETING
AGENDA
April 22, 2013
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L 201

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

1. CALL TO ORDER AND ROLL CALL 3:10 pm

The April 22, 2013 Student Learning Outcomes Committee meeting was called to order at 3:10 p.m. by Dr. Fredy Aviles, Chair.

2. OPENING COMMENTS

- Dr. Fredy Aviles, Chair, discussed an Accrediting Commission for Community and Junior Colleges (ACCJC) conference he attended recently. He reported that Mr. Aeron Zentner will discuss SLO/PLO definitions at the May 13, 2013 SLO meeting.

Dr. Aviles spoke of PLOs. In the presentation entitled Elements of Design, PLOs were defined as broadly inclusive statements that might be considered areas of competency when a given discipline or general area of competency within a GE program. Dr. Aviles reported that compared to other colleges that attended the conference, AVC is in very good standing. He reported that all of our SLOs have been defined and assessed. PLOs are almost complete. Most colleges that attended are far behind where AVC is. An anticipated upcoming requirement is to have SLO or PLO data readily available to the public: transfer rate, degree transfer rate, SLOs/PLOs – how students are doing on those. Dr. Bob Harris noted it appears to be a scorecard measurement of how community colleges are measuring on priorities based on Student Success.

Dr. Bassam Salameh noted that we do not have a gatekeeper to monitor who comes into the school, questioning how one would report the success rate when we aren't clear why the student is here.

Mr. Aeron Zentner noted that everything is defined by goals, and explained that general ed fits within a program that fits with that timeframe, furthering the results are already available online and has been for the past six (6) years.

- Dr. Aviles warned about the use of CurricUNET for SLOs and PLOs, explaining it has been a horrific failure for some. At the conference there was discussion of using CurricUNET in the future to manage the entire process. He explained that revisions and linking with WEAVE is for course revisions, etc., and not for storing data or the entire revision cycle. He explained that CurricUNET is for curriculum, not SLOs.
- Dr. Aviles stated he will be attending another ACCJC conference on May 3, 2013, regarding curriculum, and will report useful information.

3. OPEN COMMENTS FROM THE PUBLIC

- Dr. Bob Harris reported significant discussion and concern regarding revisions and how colleges function after changes due to the Student Success Act. Students now must have a clear career goal, and cannot enroll simply to take a course. Vocational tech ed must be mandated by law.

4. APPROVAL OF MINUTES

a. April 8, 2013 Meeting (attachment)

A motion was made and seconded to approve the minutes of the April 8, 2013 Student Learning Outcomes committee meeting. Motion carried.

5. **REPORTS**

a. **FPD: SLOs/PLOs: Closing the Loop (April 15, 2013, BE 241)**

Dr. Aviles reported that the FPD Closing the Loop FPD, held April 15, 2013, was poorly attended by included lively discussion.

b. **Updates from the Department of Institutional Effectiveness, Research, and Planning – Aeron Zentner**

Mr. Aeron Zentner reported that WEAVE is updated and ready to enter Spring 2013 data. He stated that Spring 2013 is still live and available. He reported that in two weeks, OO's will be shifted to Student Service Outcomes and Administrative Unit Outcomes, stating this will be a discussion item at the May 13, 2013 meeting.

6. **ACTION ITEMS**

a. **Physics AS-T PLOs (attachment)**

Due to no representation, the item was tabled.

7. **DISCUSSION ITEMS**

a. **Flex Presentations**

Dr. Aviles mentioned he wants other committee members to give FLEX presentation at different times that he will be facilitating. He was told FLEX committee is flexible at adding it to the calendar. Dr. Aviles has three (3) Faculty Professional Development (FPD) activities planned for each semester – he usually offers 4 but would like the committee to be more involved. Wendy Stout offered to give one. The FPD will be about how to take Program Learning Outcomes and turning them into Action Plans. Dr. Aviles would like to see if someone else could add one for spring (not Aeron). Someone can talk about OOs or give a good example of an action plan, perhaps someone in counseling. Discussion was left it open for someone to add another if anyone wants to attempt it.

b. **General Pedagogical Strategies**

Dr. Aviles discussed his plan to develop teaching strategies that can be applied across disciplines – general teaching strategies. He explained these can be general good research-based strategies that incorporate group work, social media, and various teaching methods. The plan is to begin collecting this information, and for members to share examples of their knowledge of it. Committee members were asked to take this idea back to divisions meetings to begin building a data base to post on the SLO committee website. Ms. Wendy Stout explained her problem-based strategies and volunteered to provide some examples. Her information will be used as examples of what people can put in their Action Plans to improve their teaching. Mr. Bill Vaughn explained that group work can be used to change the motivation of success, grades and grading, and incorporate competition; write in groups, then submit to next group, and evaluate. Students get to evaluate student writing. Part of the energy is they are wondering how they are going to be scored. Mr. Vaughn stated that the idea of general teaching strategies – antithetical to closing the loop – is supposed to be coming from careful analysis of assessment data – not just what's cool to use. He questioned that strategy. Dr. Aviles stated that if they are presented in general enough-way, it can be made specific to what you are doing in the classroom. Ms. Stacey Adams noted that data reveals what is broken, but not how to fix it.

c. **Fall 2013 Welcome Back –**

Dr. Aviles discussed the presentation to be given during the Fall 2013 Welcome Back. The DIERP will update numbers on SLOs, PLOs and OOs. The presentation will feature integrated planning and provide an example of good action plan. The procedure for revising & reviewing SLOs/PLOs will be an important part of the presentation. Lastly, faculty/staff will engage in discussion in order to formulate action plans.

Mr. Bill Vaughn asked if there is a brief rationale for the systematic revision of SLOs/PLOs? Dr. Aviles addressed the need to ensure that when courses and programs are revised or changed in AP&P, the SLOs and PLOs are updated as well – an important component of the continuous cycle of improvement. He reiterated the necessity actively thinking about what we are doing.

Mr. Aeron Zentner addressed the need have each discipline go into their own group and room, in order to have meaningful discussions. He noted that having everyone in the same room is too noisy and chaotic. Dr. Aviles explained this is the process for the SLO portion of Fall Welcome Back.

Ms. Carolyn Burrell noted that PowerPoint would be helpful. Dr. Aviles stated he will put something together to discuss it at the May 13, 2013 Student Learning Outcomes Committee meeting, adding members will meet once again during summer.

d. Goals for Fall 2013-Spring 2014

Dr. Aviles reported that he was interviewed by consultant Matthew Lee. He stated the committee should begin discussing goals for the next two semesters.

e. SLO Committee Procedures & Assessment Method

Dr. Aviles addressed the need to develop goals for the SLO committee for the 2013-2014 academic year. He noted that goals are not explicitly documented, posted and readily available for discussion. He will begin thinking of a process and bring it to the committee for discussion, adding they can be amended when necessary.

Dr. Aviles addressed the need for a process to assess how well we are doing as a committee, suggesting a survey would be the easiest. He directed members to think about what questions would go on a survey. He noted current discussion, but no formal method of assessment. He explained that in the past faculty and staff submitted a sheet indicating what questions they have from the committee, but a better process is in order.

8. ADMINISTRATIVE BUSINESS

- a. SLO-Related Events – FPD: SLOs/PLOs: Lessons Learned - May 6, 2013, 6-9 pm, SSV 151

9. OTHER

- a. Revised SLOs: NS 240
- b. Revised PLOs: none
- c. SLO Meeting dates for Spring 2013: May 13

10. ADJOURNMENT

A motion was made and seconded to adjourn the April 22, 2013 Student Learning Outcomes Committee meeting 4:26 p.m. Motion carried.

MEMBERS PRESENT			
Dr. Fredy Aviles, Chair	Kim Covell	Willard Howard	Dr. Bassam Salameh
Stacey Adams	Dr. Robert Harris	Wendy Stout	William Vaughn
Aeron Zentner	Carolyn Burrell	Dr. Glenn Haller	
MEMBERS ABSENT			
Leslie Baker	Yvette Cruzalegui	Dr. Tom O'Neil	

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Approved: May 13, 2013 Student Learning Outcomes Committee Meeting

General Information:

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.

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

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: Physics 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.

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
2,3	Students will demonstrate an understanding of the fundamental principles and concepts of physics that include mechanics, electromagnetism, thermodynamics, modern physics, and quantum mechanics (Knowledge-based PLO).	Cumulative performance on physics concept inventory tests administered pre and post instruction during all core courses. A cumulative normalized score on knowledge gain of 48% will indicate a level of above average. A gain of 60% will indicate mastery.
2,3,4	Students will competently apply this knowledge and analyze physical systems by constructing mathematical models in which they identify the essential aspects of a problem, formulate a strategy for solution, make appropriate approximations, evaluate the correctness of their solution, and communicate their work clearly (Critical and analytical thinking-PLO)	Student performance will be measured by cumulative assessment scores on setting up and developing open ended solutions to real life applications of physics problems. Course instructors will extract student scores on open ended problems from each course's final test each semester. The achievement target will be initially set at 60% of perfect until analysis of pilot phase and/or first cycle of data. Revisions will be instituted after the pilot phase and/or first cycle of assessment
2,3,4	Students will use basic computational techniques for modeling physical systems including those that don't have analytical answers (Computational-PLO).	Student performance will be measured by cumulative assessment scores on setting up and developing open ended solutions to real life applications of physics problems. Course instructors will extract student scores on open ended problems from each course's final test each semester. The achievement target will be initially set at 60% of perfect until analysis of pilot phase and/or first cycle of data. Revisions will be instituted after the pilot phase and/or first cycle of assessment.
2,3,4	Students will explore physical systems by setting up experiments, collecting and analyzing data identifying sources of uncertainty, and interpreting their results in terms of the fundamental principles and concepts of physics (Experimental hands-on application PLO)	Student performance will be measured by the cumulative student score on all laboratory assignments for all core courses. The achievement target will be initially set at 90% of perfect score until further analysis of pilot phase scores and/or first cycle scores.
2,3,4	Students will communicate physics concepts, processes, and results effectively, both verbally and in writing (Communication PLO).	Each core course has a laboratory assigned to it. For each of the 12 to 14 laboratory activities students are expected to prepare a written report. In addition, in order to measure the students' oral presentation skills, instructors will require students to present orally to the whole class the findings and results of at least 2 laboratory activities. A rubric will be developed to assist in scoring (forthcoming). The achievement target will be set after the pilot phase in order to give instructors the opportunity to evaluate the efficacy of the scoring rubric.

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

