

**ANTELOPE VALLEY COLLEGE**  
**STUDENT LEARNING OUTCOMES MEETING**  
**October 10, 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. September 26, 2011
5. **REPORTS**
  - a. Updates from the Office of Institutional Research and Planning – T. Younglove/A. Voelcker
7. **ACTION ITEMS**
  - a. PLOs:
    - Air Conditioning and Refrigeration
    - Automotive Collision Repair
    - Automotive Refinishing
    - Fire Technology
    - Math
    - Music (corrected)
    - Physical Science
    - Wildland Fire Technology
  - b. SLOs:
    - Math 099 Self Study Units (Math 050C,D,E,F; 060C,D,E,F; 070C,D,E,F; 080C,D,E,F; 102C,D,E,F; 130C, D,E,F; 135C,D,E; 140C,D,E,F,G)
8. **DISCUSSION ITEMS**
  - a. Proposed SLO Committee Membership Changes – M. Parker (Attachment)
  - b. WEAVE Facilitator Role Revisions/FPD Credit – M. Parker/A. Voelcker (Attachments)
9. **ADMINISTRATIVE BUSINESS**
  - a. Spring 2012 Welcome Back Day Planning Meeting (TBD as more information becomes available)
  - b. 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 and November 30, 2011
    - “WEAVE: Refresher Training – October 12 and November 30, 2011
  - c. Fall 2011 Assessment Week – November 14<sup>th</sup> – 18<sup>th</sup>, 2011
  - d. Fall 2011 WEAVE Week – November 28<sup>th</sup> – December 2, 2011
  - e. Fall 2011 WEAVE Data Days – December 13 – 14, 2011
10. **OTHER**
  - a. Future SLO Meeting dates for Fall 2011: October 10, 2011; October 24, 2011; November 14, 2011; and November 28, 2011
11. **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**  
**October 10, 2011**

**1. CALL TO ORDER AND ROLL CALL**

Ms. Melanie Parker, Student Learning Outcomes (SLO) Faculty Co-Chair, called the October 10, 2011 SLO Committee meeting to order at 3:06 p.m.

**2. OPEN COMMENTS FROM THE CHAIR**

- Ms. Melanie Parker welcomed Dr. Robert (Bob) Harris back as a member of the SLO Committee.
- The agenda includes items that committee members will be asked to discuss; issues that could possibly change the operations and composition of the committee. It is imperative that the SLO Co-Chair Elect provides input on these matters as it will impact future operations of the committee.

*A motion was made and seconded to amend the October 10, 2011 Student Learning Outcome Committee Agenda. Ms. Parker stated she would like to recommend that the Air Conditioning and Refrigeration PLO be removed from the agenda as it is not ready for approval. In addition, she recommended that the committee approve adding the submitted Corporate and Community Services SLO to the agenda for approval. She indicated the Corporate and Community Services SLO was recently submitted for review and approval and would like for the committee to engage in the review/approval process rather than having to wait another two weeks until the October 24, 2011 SLO meeting. Motion carried as recommended.*

**3. OPEN COMMENTS FROM THE PUBLIC**

None

**4. APPROVAL OF MINUTES**

**a. September 26, 2011 (attachment)**

A motion was made and seconded to approve the September 26, 2011 SLO Committee minutes. Ms. Parker indicated that until the committee membership can be addressed Ms. Stacey Adams will be identified as a WEAVE Data Facilitator on the attendee list. Motion carried.

**5. REPORTS**

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

- Mr. Aaron Voelcker announced the Foundation Grant Proposal submitted on behalf of the SLO committee was not approved to be funded by the Foundation and Advancement Office.
- A brief overview of the current Compliance Report Comparison results (see attachment). Committee members compared results from July 6, 2011 to October 3, 2011 and engaged in a brief discussion regarding the percentage increase in disciplines and the lack of increase in specific disciplines. Members expressed their concerns regarding faculty not understanding where data information should be included in WEAVE as they have worked with faculty and recognized that data is not being placed in the appropriate areas and therefore not included in the statistical data. Ms. Parker stated there is a real need to acquire a comprehensive list of who is managing data for course sections so that the data inputting process can be clearly communicated to WEAVE Data Facilitators.
- Mr. Voelcker stated he is not sure how the committee would like to address Program Learning Outcomes (PLOs). Should the PLO process include a consolidation of all programs (AA degree, AS degree, and Certificates) or should the information be separated out in some fashion. He indicated he has contacted Division Deans via email to obtain input on the matter but has not obtained any response. Ms. Maggie Drake indicated that if a program includes a certificate option as well as a degree option (AA/AS), then the PLO should be directed to the certificate within a program. In the case where a program does not include a certificate option then the PLO should be directed to the degree option. Ms. Drake stated any

policy should be the directive of the committee to establish to ensure consistency of how PLOs are completed across campus. This is not a decision that should be left up to Division Deans. Dr. Robert Harris stated as a Counselor it makes sense to focus PLOs on certificates and use degrees (AA/AS) when certificates are not available. Committee members were in consensus that PLOs should be directed towards certificate programs and degrees when a certificate is not available.

## 6. ACTION ITEMS

### a. Approval of PLOs

- Air Conditioning and Refrigeration  
*The Air Conditioning and Refrigeration PLO was removed from the agenda until necessary revisions could be made. Committee members approved amending the agenda to remove this action item.*
- Automotive Collision Repair  
*A motion was made and seconded to approve the Automotive Collision Repair PLO as corrected. Motion carried.*
- Automotive Refinishing  
*A motion was made and seconded to approve the Automotive Refinishing PLO as corrected. Motion carried.*
- Fire Technology  
*A motion was made and seconded to approve the Fire Technology PLO. Motion carried.*
- Math  
*A motion was made and seconded to approve the submitted Math PLO. Committee members expressed their concerns regarding the PLO #1 - #3 being very general, and having no courses identified for PLO #4 and #5. The discipline faculty need to specify what constitutes mastery and assess in the identified mastery course. In addition, members indicated the faculty need to spend more time reviewing the assessment cycle. It appears the discipline faculty need some guidance in understanding the purpose of establishing PLOs. Motion failed.*
- Music (corrected)  
*A motion was made and seconded to approve the Music PLO as corrected. Motion carried.*
- Physical Science  
*A motion was made and seconded to approve the Physical Science PLO. Dr. Fredy Aviles stated he does not like the piece meal approach to assessment. Students should be given a comprehensive exam (exit exam) upon completing a program to determine assessment results. Moving to a including a comprehensive exam would simplify the process. Ms. Parker indicated this is not the current practice incorporated in community colleges and it wouldn't be appropriate to require students to take an exit exam to obtain a degree. Once a student fulfills the necessary requirement they are awarded a degree. They are not required upon completion of a degree to take an exit exam for assessment purposes. At this point the college is working on establishing assessments through course content mastery and is assessed with specific course assignments. Ms. Drake stated the mission of community colleges is not to assess students after they completed their certificate or degree. In the Technical Education Division it would require tracking after a student has left the campus and is employed. This would be an extremely difficult task to perform. She referred to the curriculum map and stated in PLO #3 and #4 students will be assessed for mastery in two different courses. The discipline faculty should include "or" so that they could obtain a larger data set. Committee members were in consensus that the PLO was adequately written without any necessary revisions. Motion carried with two abstentions.*
- Wildland Fire Technology  
*A motion was made and seconded to approve the Wildland Fire Technology PLO. Mr. Voelcker stated in the Assessment Methods and Achievement Targets PLO #5 includes a FTEC 128 which is designated as a developmental course. It would seem the courses listing included this field should be changed from "and" to "or." Committee members were in consensus that there was need to request revisions be made to the submitted PLO. Motion failed.*

**b. Approval of SLOs:**

- **Corporate and Community Services**

*A motion was made and seconded to approve the Corporate and Community Services SLO. Committee members reviewed the SLO language and expressed their concern regarding the assessment being too general and vague. Ms. Parker indicated she would need clarification of the established assessment before she would feel comfortable approving the SLO. Committee members were in consensus that clarification was needed prior to approving the submitted SLO. Motion failed.*

- **Math 099 Self Study Units (Math 050C, D, E, F; Math 060C, D, E, F; Math 080D, D, E, F; Math 102C, D, E, F; Math 130C, D, E, F; Math 135C, D, E; Math 140C, D, E, F, G)**

*A motion was made and seconded to approve Math 099 Self Study Units. Ms. Parker indicated she did not provide the individual SLO forms for review as there were so many but thoroughly reviewed them. The SLOs for these self study units include the same SLO information used for individual math courses which have already been approved by the committee. Motion carried.*

**7. DISCUSSION ITEMS**

**a. Proposed SLO Committee Membership Changes – M. Parker (attachment)**

Ms. Parker stated the feedback received on changing the SLO Committee Membership has been positive and would like to suggest that when the recommendation is forwarded that it includes staggering committee member's terms. The committee needs to elevate the SLO/PLO process similar to that performed at the Academic Senate and AP&P. The representatives become the resource person for each division or area, which is what is needed for the SLO Committee. The SLO/PLO workload has increased significantly since the committee was initially established. Mr. Ted Younglove stated the process has grown so much that it is definitely time to expand across campus. Committee members reviewed the drafted committee composition and briefly discussed some necessary revisions. Dr. Harris requested the SSV designation be changed to Counseling. Ms. Márquez suggested the Operational Management Member be identified simply as an Operational Area so that there is a larger pool of possible committee members. It was recommended that the Classified Union Representative simply be referred as a Classified Representative since the committee doesn't deal with classified contractual issues which would require a Classified Union member. Ms. Parker indicated she would take all the feedback and make the necessary revisions for further review at the next SLO Committee meeting.

**b. WEAVE Facilitator Role Revisions/FPD Credit – M. Parker/A. Voelcker (attachments)**

Ms. Parker requested committee members to review the drafted WEAVE Facilitators role and responsibilities. Ms. Drake indicated the designated WEAVE Facilitator primary function is to ensure that continuous dialogue is occurring among faculty and create a balance of work for committee members and WEAVE Facilitators. Ms. Kim Covell stated the Banner Team model may be a good option for the SLO Committee to consider. The primary committee is the working group where discussion and decisions are made, whereas the secondary committee is members of the working group comprised of those who are performing the work. Ms. Parker stated that due to the lack of time remaining to facilitate this agenda item, committee members should thoroughly review the drafted language and be prepared to provide feedback at the next SLO Committee meeting.

**8. ADMINISTRATIVE BUSINESS**

**a. Spring 2012 Welcome Back Day Planning Meeting (TBD as more information becomes available)**

**b. 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**

**c. Fall 2011 Assessment Week – November 14 – 18, 2011**

**d. Fall 2011 WEAVE Week – November 28 – December 2, 2011**

**e. Fall 2011 WEAVE Data Days – December 13, 2011 – 14, 2011**

**8. OTHER**

a. Future SLO Meeting dates for fall 2011: October 24, 2011; November 14, 2011; and November 28, 2011

9. ADJOURNMENT

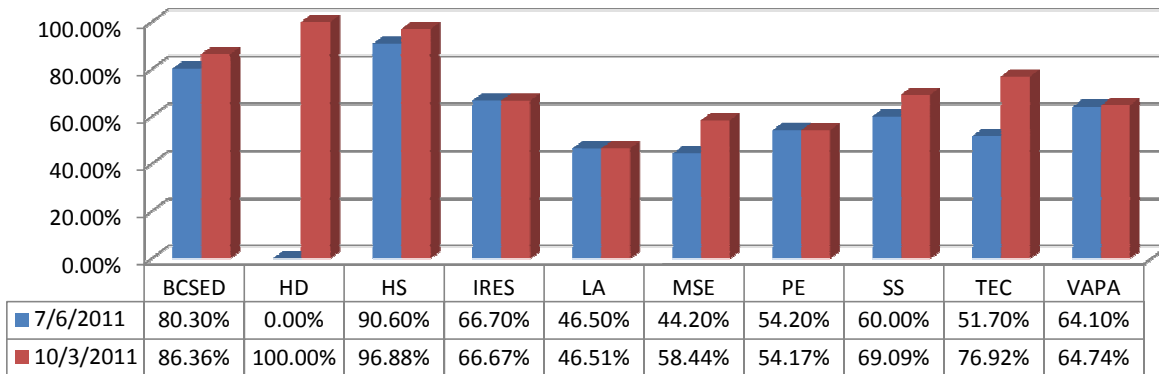
A motion was made and seconded to adjourn the October 10, 2011 Student Learning Outcomes Committee meeting at 4:35 p.m. Motion carried.

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

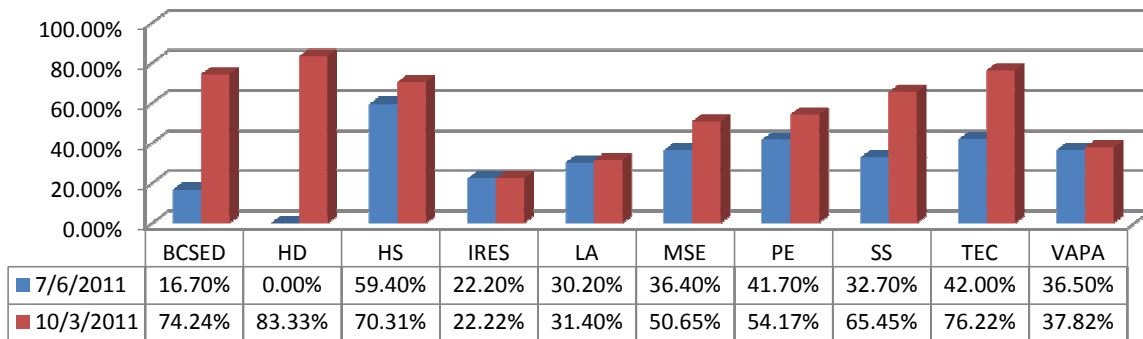
Compliance Report Comparison: 7/6/2011 to 10/3/2011

Division	7/6/2011		10/3/2011	
	Findings (%)	Action Plans (%)	Findings (%)	Action Plans (%)
BCSED	80.30%	16.70%	86.36%	74.24%
HD	NA	NA	100.00%	83.33%
HS	90.60%	59.40%	96.88%	70.31%
IRES	66.70%	22.20%	66.67%	22.22%
LA	46.50%	30.20%	46.51%	31.40%
MSE	44.20%	36.40%	58.44%	50.65%
PE	54.20%	41.70%	54.17%	54.17%
SS	60.00%	32.70%	69.09%	65.45%
TEC	51.70%	42.00%	76.92%	76.22%
VAPA	64.10%	36.50%	64.74%	37.82%
<b>TOTAL</b>	<b>60.00%</b>	<b>37.10%</b>	<b>69.23%</b>	<b>56.32%</b>

### 2010-2011 Reported Findings



### 2010-2011 Reported Action Plans



**PROGRAM LEARNING OUTCOMES**



**ANTELOPE VALLEY COLLEGE**

**PROGRAM: Automotive Collision Repair**

**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 attached. All programs must attach a proposed cycle of assessment.***

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
6	Analyze, evaluate, and apply critical aspects of the collision repair industry related to safe work practices, standards and tolerances, standard employer practices. Proper use of tools, power equipment, hazardous materials and personal protective equipment.	100% of students must pass the safety test with 90% or better to work in the lab. ABDY 112, ABDY113, ABDY212, ABDY213, ABDY115, ABDY215
6	Use oxyacetylene, MIG (metal inert gas) and plasma arc welding/cutting equipment to join automotive sheet metal/structural panels in a variety of joints/configurations common to automobile body construction.	70% Of all students will score 70% or higher on both the written and hands on Exam in ABDY 213 and ABDY 215.
6	Evaluate, analyze and repair damaged automotive body panels/structures using body solder, fiberglass and plastic composite materials.	70% of all students will score 70% or higher on the Final Project in ABDY 213 and ABDY 215.
6		

Area Dean Approval: \_\_\_\_\_ Date: \_\_\_\_\_ SLO Committee Approval: \_\_\_\_\_ Date: \_\_\_\_\_







**PROGRAM LEARNING OUTCOMES**



**ANTELOPE VALLEY COLLEGE**

**PROGRAM: Automotive Refinishing**

**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 attached. All programs must attach a proposed cycle of assessment.***

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
6	Analyze, evaluate, and apply critical aspects of the collision repair industry related to safe work practices, standards and tolerances, standard employer practices. Proper use of tools, power equipment, hazardous materials and personal protective equipment.	100% of students must pass the safety test with 90% or better to work in the lab. ABDY 122, ABDY 123, ABDY 222, ABDY 223, ABDY 125 and ABDY 225
6	Use, read and properly interpret standard specifications for production-type spray equipment, coating materials, masking materials and color matching procedures.	70% Of all students will score 70% or higher on both the written and hands on Exam in ABDY 222, ABDY 223 and 225.
6	Evaluate, analyze, and prepare, mask and spray automotive panel(s) using current technology paint coatings to industry standards.	70% of all students will score 70% or higher on both the written and hands on Exam in ABDY 223 and ABDY 225
6	Evaluate, analyze, color-sand and final detail a vehicle for customer delivery to industry standard.	70 % of all students will score 70% or higher on the Final Project. ABDY 223 and ABDY 225.

Area Dean Approval: \_\_\_\_\_ Date: \_\_\_\_\_ SLO Committee Approval: \_\_\_\_\_ Date: \_\_\_\_\_





**PROGRAM LEARNING OUTCOMES**



**Program: Fire Technology**

**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 attached. All programs must attach a proposed cycle of assessment.***

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
4	<b>Outcome 1:</b> Analyze the fire behavior and combustion process as observed on the fire ground to make safe and effective attacks on a variety of fires	Grade on the final exam in FTEC 115 of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students assessed will have met the PLO.
4	<b>Outcome 2:</b> Differentiate between the types of suppression resources, methods, tactics and strategy, that are available for use and the type of incident to be mitigated	Standardized questions embedded into the final exams for FTEC 111 and FTEC 115 with a score of 70% or higher will be considered as meeting this PLO. The achievement target is that 80% of all students assessed will have met the PLO.
4	<b>Outcome 3:</b> Analyze and evaluate critical aspects of the fire protection job relative to safe work practices, standards, proper use of tools, power equipment, apparatus, and personal protective equipment.	A score of 70% or higher on Standardized questions embedded into the final exams for FTEC 114 and FTEC 115 will be considered as meeting this PLO. The achievement target is that 80% of all students assessed will have met the PLO.
4	<b>Outcome 4:</b> Use and properly interpret drawings, plans, and maps including floor plans, sprinkler, alarm system designs, topographic and street maps to identify location of fire protection equipment or incident locations.	A score of 70% or better on standardized questions embedded into the final exams for FTEC 112, FTEC 113, and FTEC 114 will be considered as meeting this PLO. The achievement target is that 80% of all students assessed will have met the PLO.
5	<b>Outcome 5:</b> Value diversity within the community that we serve and within our agency through good citizenship and understanding the firefighter role in the modern community.	Standardized questions embedded into the final exams for FTEC 111, FTEC 112, and FTEC 114 with a score of 70% or higher will be considered as meeting this PLO. The achievement target is that 80% of all students assessed will have met the PLO.



PROGRAM NAME		<b>Fire Technology</b>				
DIVISION		Technical Education				
DEPARTMENT						
DATE APPROVED						
DEGREE		<input checked="" type="checkbox"/>				
CERTIFICATE		<input checked="" 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"/>	FTEC 111	I	I, D, M			I, D, M
<input checked="" type="checkbox"/>	FTEC 112			I, D	I, D, M	I, D, M
<input checked="" type="checkbox"/>	FTEC 113	I, D	I, D	I	I, D, M	
<input checked="" type="checkbox"/>	FTEC 114		I, D	D, M	I, D, M	I, D, M
<input checked="" type="checkbox"/>	FTEC 115	I, D, M	I, D, M	D, M		
<input type="checkbox"/>						
<input type="checkbox"/>						

**PROGRAM LEARNING OUTCOMES**



**ANTELOPE VALLEY COLLEGE**

**Associate Degree in Physical Sciences**

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
	Students earning an Associate Degree in Physical Science will be able to:	
2,3,4,6	PLO#1- Follow the scientific method to safely collect, evaluate, and analyze scientific data from an investigation of a physical phenomemon, then, prepare a report of findings from the investigation.	Students will be assessed through a lab practical in CHEM 120. Achievement target is for all students to score 70% or above.
2,3,4,6	PLO #2- To apply mathematical and appropriate conceptual knowledge to solve problems in a variety of real life applications of physical phenomena.	Students will be assessed through the final exam in Math 160. Achievement target is for all students to score 70% or above.
2,3,4	PLO #3- To explain the fundamental aspects of the conservation laws (mass, energy, charge) and use these concepts to explain everyday phenomena.	Students will be assessed through the final exam in Chem 120. Achievement target is for all students to score 70% or above.
2,3,4	PLO #4- To understand the structure of the atom and how it affects processes both in the macroscopic and microscopic.	Students will be assessed through the final exam in Chem 120. Achievement target is for all students to score 70% or above.

Area Dean Approval: \_\_\_\_\_ Date: \_\_\_\_\_ SLO Committee Approval: \_\_\_\_\_ Date: \_\_\_\_\_





PROGRAM NAME		Associate Degree in Physical Sciences				
DIVISION		Mathematics, Science, and Engineering				
DEPARTMENT		Science and Engineering				
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	
<input checked="" type="checkbox"/>	CHEM 110	I	I	I, D	I, D	
<input checked="" type="checkbox"/>	CHEM 120	D, M	I	M	M	
<input checked="" type="checkbox"/>	MATH 150		D			
<input checked="" type="checkbox"/>	MATH 160		M			
<input type="checkbox"/>	*ASTR 101		I	I	I	
<input type="checkbox"/>	*ASTR 101L	I	I	I	I	
<input type="checkbox"/>	*GEOL 101			I	I	
<input type="checkbox"/>	*GEOL 101L	I	I	I	I	
<input type="checkbox"/>	*GEOL 102		D, M	D	D	
<input type="checkbox"/>	*PHYS 101	I	I	I, D	I, D	
<input type="checkbox"/>	*PHYS 102	D, M	D, M	M	M	
<input type="checkbox"/>	*PSCI 101	I, D, M	I	I, D	I, D	
<input type="checkbox"/>	*GEOG 101			I	I	
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<input type="checkbox"/>	*students select only a subset of * courses to complete degree requiremnt					
<input type="checkbox"/>						

**PROGRAM LEARNING OUTCOMES**



**ANTELOPE VALLEY COLLEGE**

**Program: Wildland Fire Technology**

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 attached. All programs must attach a proposed cycle of assessment.***

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
4	<b>Outcome 1:</b> Analyze the fire behavior and combustion process as observed on the fire ground to make safe and effective attacks on a variety of fires	Grade on the final exam in FTEC 126, FTEC 127 and FTEC 128 of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students assessed will have met the PLO.
4	<b>Outcome 2:</b> Differentiate between the types of suppression resources, methods, tactics and strategy, that are available for use and the type of incident to be mitigated	Standardized questions embedded into the final exams for FTEC 122 or FTEC 128 with a score of 70% or higher will be considered as meeting this PLO. The achievement target is that 80% of all students assessed will have met the PLO.
4	<b>Outcome 3:</b> Analyze and evaluate critical aspects of the Wildland fire protection job relative to safe work practices, standards, proper use of tools, power equipment, apparatus, and personal protective equipment.	A score of 70% or higher on standardized questions embedded into the final exams for FTEC 120, FTEC 122, FTEC 126, FTEC 127, FTEC 128 and FTEC 138 will be considered as meeting this PLO. The achievement target is that 80% of all students assessed will have met the PLO.
4	<b>Outcome 4:</b> Use and properly interpret plans, and maps including Incident Action plans, topographic and street maps to identify location of fire protection equipment, improvements, or control lines or incident locations.	A score of 70% or better on standardized questions embedded into the final exams for FTEC 122, FTEC 128, FTEC 129, FTEC 130 and FTEC 138 will be considered as meeting this PLO. The achievement target is that 80% of all students assessed will have met the PLO.
5	<b>Outcome 5:</b> Value diversity within the community that we serve and within our agency through good citizenship and understanding the firefighter role in the modern community.	Standardized questions embedded into the final exams for FTEC 122, FTEC 128, FTEC 129, FTEC 130 and FTEC 138 with a score of 70% or higher will be considered as meeting this PLO. The achievement target is that 80% of all students assessed will have met the PLO.



PROGRAM NAME		Wildland Fire Technology				
DIVISION		Technical Education				
DEPARTMENT						
DATE APPROVED						
DEGREE		<input checked="" type="checkbox"/>				
CERTIFICATE		<input checked="" 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"/>	FTEC 102		I, D		I, D	
<input checked="" type="checkbox"/>	FTEC 120			I, D, M		
<input checked="" type="checkbox"/>	FTEC 122	I, D	I, D, M	I, D, M	I, D, M	I, D, M
<input checked="" type="checkbox"/>	FTEC 126	M		M	D	
<input checked="" type="checkbox"/>	FTEC 127	I, D, M		D, M		
<input checked="" type="checkbox"/>	FTEC 128	I, D, M	I, D, M	D, M	D, M	D
<input checked="" type="checkbox"/>	FTEC 129		I, D		I, D, M	D, M
<input checked="" type="checkbox"/>	FTEC 130		D		D, M	D, M
<input checked="" type="checkbox"/>	FTEC 138	D	D	D, M	M	M.
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						



## ANTELOPE VALLEY COLLEGE

### College Coordinating Council Committee Information Sheet

## **PROPOSED** Student Learning Outcome Committee 2012 – 2013

### *Committee Name*

	<b>Appointed By</b>	<b>Individual</b>	<b>Term</b>	<b>Expiration Date</b>
<b>Co-Chair</b>	Academic Senate – Faculty	Fredy Aviles	3	
<b>Co-Chair</b>	V.P. of Academic Affairs or designee	Ted Younglove	Standing Member	Standing Member
Admin. Member	Academic Dean or designee		Standing Member	Standing Member
Admin Member	SS Dean or designee		Standing Member	Standing Member
Research Analyst	By Position	Aaron Voelcker	Standing Member	Standing Member
Divisional Faculty Rep	Business, Computer Studies, and Economic Development		3	
Divisional Faculty Rep	Health Sciences		3	
Divisional Faculty Rep	Instructional Resources/Extended Services		3	
Divisional Faculty Rep	Language Arts		3	
Divisional Faculty Rep	Math, Science, and Engineering		3	
Divisional Faculty Rep	Kinesiology, Dance, and PE		3	
Divisional Faculty Rep	Social and Behavioral Sciences		3	
Divisional Faculty Rep	Technical Education		3	
Divisional Faculty Rep	Visual and Performing Arts		3	
SSV Faculty Member	Academic Senate		3	
SSV Faculty Member	Academic Senate		3	
Operational Management Member	Operational Manager Rep		3	
Classified Member	Classified Union – Representative		3	

#### **Type of Committee/Authority:**

Academic Senate Standing Committee.

***Think about these proposals and please come prepared to share your own ideas...***

**FPD Credit for WEAVE Facilitation** (Maybe this title becomes “Assessment Facilitator” so it denotes more than data entry and covers any changes to our data management program that may be made in the future?)

Suggested job description of Facilitators-

- 1- Collect data from course instructors
- 2- Aggregate and enter SLO data
- 3- Lead/facilitate discussions related to data analysis and action plans
- 4- Enter action plans and supporting documents/evidence
- 5- Attend required # of training hours in data entry, analysis, assessment
- 6- Complete an online application to be selected for this role
- 7- File an online form with flex plan at beginning and end of the year which:
  - specifies the number of courses and sections they will be facilitating (including the CRNs of the actual courses)
  - has a section to be completed at end of the academic year to provide documentation for flex plan completion/states both the actual work completed and the specific training (from #5 above) completed
  - has a sign-off from SLO Committee
- 8- At least half credit to come from Standard 1.

**Since we bounced around the idea of “Jr.” SLO Committee members who would provide some of the oversight for course level SLO work, yet not be required to attend SLO meetings, maybe the “Assessment Facilitators” are these Jr. members? Maybe the number of facilitators per division depends upon the number of courses and sections the division offers and these duties are more of an “assignment” for those in that role than a “choice”?**

**I am thinking as long as we are revising committee membership and member roles, this should play into the “big picture” of that revision. Here is what I am thinking of as SLO Committee faculty member roles:**

There would be 1 committee member per division plus reps from SSV, operational, and classified areas and the “usual suspects”. (See proposed committee membership attached.)

Facilitate work of the Assessment Facilitators, including one on one training, reminders of deadlines and due dates, etc.

Report back to divisions with SLO-related issues and also report any division-specific questions/issues back to SLO Committee.

Facilitate PLO work for programs within the division, including leading discussion, revision, and data entry.

Run reports as needed for the division and facilitate dissemination of SLO-related data for program review, accreditation reports, etc. related to the division.

Facilitate, with other members of the committee, SLO-related events at Welcome Back Day, both Fall and Spring.

Facilitate, as part of a team, at least two other SLO-related training events during the academic year.

Attend SLO Committee meeting regularly and participate in review of proposed SLOs/PLOs, procedures, etc, etc.



Original with .3334 Change

Term FLEX Credit Number of Sections Scheduled	Number of Courses Scheduled									
	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
1-5	0.67	1.00	1.33	1.67	2.00	2.33	2.67	3.00	3.33	3.67
6-10	1.00	1.33	1.67	2.00	2.33	2.67	3.00	3.33	3.67	4.00
11-15	1.33	1.67	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33
16-20	1.67	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67
21-25	2.00	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00
26-30	2.33	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	5.33
31-35	2.67	3.00	3.33	3.67	4.00	4.33	4.67	5.00	5.33	5.67
36-40	3.00	3.33	3.67	4.00	4.33	4.67	5.00	5.33	5.67	6.00
41-45	3.33	3.67	4.00	4.33	4.67	5.00	5.33	5.67	6.00	6.33
46-50	3.67	4.00	4.33	4.67	5.00	5.33	5.67	6.00	6.33	6.67

To Max of 10 with .3334 Change

Term FLEX Credit Number of Sections Scheduled	Number of Courses Scheduled									
	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
1-5	4.00	4.33	4.67	5.00	5.33	5.67	6.00	6.33	6.67	7.00
6-10	4.33	4.67	5.00	5.33	5.67	6.00	6.33	6.67	7.00	7.33
11-15	4.67	5.00	5.33	5.67	6.00	6.33	6.67	7.00	7.33	7.67
16-20	5.00	5.33	5.67	6.00	6.33	6.67	7.00	7.33	7.67	8.00
21-25	5.33	5.67	6.00	6.33	6.67	7.00	7.33	7.67	8.00	8.33
26-30	5.67	6.00	6.33	6.67	7.00	7.33	7.67	8.00	8.33	8.67
31-35	6.00	6.33	6.67	7.00	7.33	7.67	8.00	8.33	8.67	9.00
36-40	6.33	6.67	7.00	7.33	7.67	8.00	8.33	8.67	9.00	9.33
41-45	6.67	7.00	7.33	7.67	8.00	8.33	8.67	9.00	9.33	9.67
46-50	7.00	7.33	7.67	8.00	8.33	8.67	9.00	9.33	9.67	10.00

To Max of 15 with .6667 change

Term FLEX Credit Number of Sections Scheduled	Number of Courses Scheduled									
	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
1-5	3.00	3.67	4.33	5.00	5.67	6.33	7.00	7.67	8.33	9.00
6-10	3.67	4.33	5.00	5.67	6.33	7.00	7.67	8.33	9.00	9.67
11-15	4.33	5.00	5.67	6.33	7.00	7.67	8.33	9.00	9.67	10.33
16-20	5.00	5.67	6.33	7.00	7.67	8.33	9.00	9.67	10.33	11.00
21-25	5.67	6.33	7.00	7.67	8.33	9.00	9.67	10.33	11.00	11.67

<b>26-30</b>	6.33	7.00	7.67	8.33	9.00	9.67	10.33	11.00	11.67	12.33
<b>31-35</b>	7.00	7.67	8.33	9.00	9.67	10.33	11.00	11.67	12.33	13.00
<b>36-40</b>	7.67	8.33	9.00	9.67	10.33	11.00	11.67	12.33	13.00	13.67
<b>41-45</b>	8.33	9.00	9.67	10.33	11.00	11.67	12.33	13.00	13.67	14.33
<b>46-50</b>	9.00	9.67	10.33	11.00	11.67	12.33	13.00	13.67	14.33	15.00

To Max of 15 with .5 change

<b>Term FLEX Credit</b>	<b>Number of Courses Scheduled</b>									
<b>Number of Sections Scheduled</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>	<b>16-18</b>	<b>19-21</b>	<b>22-24</b>	<b>25-27</b>	<b>28-30</b>
<b>1-5</b>	6.00	6.50	7.00	7.50	8.00	8.50	9.00	9.50	10.00	10.50
<b>6-10</b>	6.50	7.00	7.50	8.00	8.50	9.00	9.50	10.00	10.50	11.00
<b>11-15</b>	7.00	7.50	8.00	8.50	9.00	9.50	10.00	10.50	11.00	11.50
<b>16-20</b>	7.50	8.00	8.50	9.00	9.50	10.00	10.50	11.00	11.50	12.00
<b>21-25</b>	8.00	8.50	9.00	9.50	10.00	10.50	11.00	11.50	12.00	12.50
<b>26-30</b>	8.50	9.00	9.50	10.00	10.50	11.00	11.50	12.00	12.50	13.00
<b>31-35</b>	9.00	9.50	10.00	10.50	11.00	11.50	12.00	12.50	13.00	13.50
<b>36-40</b>	9.50	10.00	10.50	11.00	11.50	12.00	12.50	13.00	13.50	14.00
<b>41-45</b>	10.00	10.50	11.00	11.50	12.00	12.50	13.00	13.50	14.00	14.50
<b>46-50</b>	10.50	11.00	11.50	12.00	12.50	13.00	13.50	14.00	14.50	15.00

To Max of 20 with .75 change

<b>Term FLEX Credit</b>	<b>Number of Courses Scheduled</b>									
<b>Number of Sections Scheduled</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>	<b>16-18</b>	<b>19-21</b>	<b>22-24</b>	<b>25-27</b>	<b>28-30</b>
<b>1-5</b>	6.50	7.25	8.00	8.75	9.50	10.25	11.00	11.75	12.50	13.25
<b>6-10</b>	7.25	8.00	8.75	9.50	10.25	11.00	11.75	12.50	13.25	14.00
<b>11-15</b>	8.00	8.75	9.50	10.25	11.00	11.75	12.50	13.25	14.00	14.75
<b>16-20</b>	8.75	9.50	10.25	11.00	11.75	12.50	13.25	14.00	14.75	15.50
<b>21-25</b>	9.50	10.25	11.00	11.75	12.50	13.25	14.00	14.75	15.50	16.25
<b>26-30</b>	10.25	11.00	11.75	12.50	13.25	14.00	14.75	15.50	16.25	17.00
<b>31-35</b>	11.00	11.75	12.50	13.25	14.00	14.75	15.50	16.25	17.00	17.75
<b>36-40</b>	11.75	12.50	13.25	14.00	14.75	15.50	16.25	17.00	17.75	18.50
<b>41-45</b>	12.50	13.25	14.00	14.75	15.50	16.25	17.00	17.75	18.50	19.25
<b>46-50</b>	13.25	14.00	14.75	15.50	16.25	17.00	17.75	18.50	19.25	20.00