



ANTELOPE VALLEY COLLEGE

Outcomes Committee Handbook

2015-16

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I. Committee Purpose, Roles, and Responsibilities

A. Committee Mission Statement

The Outcomes Committee Mission is to support the AVC Mission and promote student success by ensuring college-wide communication, collaboration, and consistency of processes related to Student Learning Outcomes (SLO), Program Learning Outcomes (PLO), Institutional Learning Outcomes (ILO), Operational Outcomes (OO), and program review. Documentation of student learning is accomplished by embedding into campus culture the following: development of quality outcomes and their implementation, analysis of resulting findings, and creation of action plans.

B. Committee 2015-16 Goals

1. Get SLO reporting back into high 90s
2. Get PLO reporting into the 90s
3. Have in place proper procedures for data gathering and assessment
4. Begin mapping SLOs and PLOs to ILOs
5. Have in place a determination of using WEAVE in the future, or having a replacement identified.
6. Have begun identifying areas and methodology for assessing the validity of current SLOs and PLOs and their creation.

C. Committee Responsibilities

The Outcomes Committee provide specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process. The Antelope Valley College Board of Trustees relies primarily on the Academic Senate for advice on educational program development, standards/policies regarding student preparation and success, degree and certificate requirements, and curriculum including prerequisites; thus the Committee for Student Learning Outcomes is an Academic Senate responsibility.

The Outcomes Committee will determine a campus-wide process for the uniform implementation and assessment of Student Learning Outcomes at the course, program, and department level. A faculty chair is responsible for chairing the committee and overseeing that the functions of the Outcomes Committee are met.

D. Committee Functions

- Provide support and training
- Recommend and provide samples of effective assessment tools
- Provide support in the analysis of data
- Provide connections to current campus practices
- Provide support and data in program review
- Provide support and data to the accreditation reports
- Ensure that Student Learning Outcomes (SLOs) are connected to Institutional Learning Outcomes (ILOs)
- Act as a resource group and maintain liaison to AP&P

E. Committee Faculty Co-Chair Duties

According to Academic Senate Bylaw B405.3.2 the Duties of the Faculty co-Chair of the Outcomes Committee shall include:

- a. Chair bi-monthly (or as needed) meetings with committee.
- b. Continue to monitor and advocate, campus-wide plans for the continued upkeep of SLOs/PLOs, action plans and accompanying assessment.
- c. Continue to coordinate all campus SLOs/PLOs, action plans and assessment efforts.
- d. Meet with divisions and areas to facilitate the continued assessing of SLOs/PLOs and action plans for courses and programs.
- e. Work closely with the institutional researcher in developing and maintaining a record of assessment tools.
- f. Coordinate workshops for campus SLO/PLOs, action plans and assessment training.
- g. Propose connections to current campus practices on SLOs/PLOs, action plans and assessment.
- h. Maintain an archive record in support of data for accreditation, program review, and curricular issues.
- i. Disseminate information on current trends on SLOs/PLOs from conferences and workshops that are relevant to faculty, student services, and administration.
- j. Oversee developing and updating of an Outcome Committee website.
- k. Keep up-to-date on state and national information on SLOs/PLOs, action plans and assessment techniques.
- l. Be a resource person for any questions on SLOs, PLOs, ILOs, action plans, and assessment.
- m. Serve as an ex-officio voting member of Program Review.
- n. Serve as a liaison to AP&P.

- o. Run reports to ensure adherence to deadlines for establishing SLOs/PLOs, assessment data, and action plans in Weave.
- p. Monitor CurricUNET for approval of SLO/PLO revisions and work with faculty as needed to ensure compliance.

F. Committee Roster/Representatives

Faculty Co-Chair - Dr. Glenn Haller
Administration Co-Chair - Dr. Meeta Goel
Administration Member - Dr. L. Tom O'Neil
Administration Member - LaDonna Trimble
Research Analyst – Dr. Svetlana Deplazes
Div Faculty Rep Counseling and Matriculation – Dr. Jessica Eaton
Div Faculty Rep Library – Dr. Scott Lee
Div Faculty Rep Division #1 – Stacey Adams
Div Faculty Rep Division #1 – Wendy Stout
Div Faculty Rep Division #1 – Vacant
Div Faculty Rep Division #2 – Dr. Anne Hemsley
Div Faculty Rep Division #2 – Dr. Cindy Hendrix
Div Faculty Rep Division #3 – Dr. Rachel Jennings
Div Faculty Rep Division #3 – Karen Lubick
Div Faculty Rep Division #4 – Melanie Parker
Div Faculty Rep Division #4 – Timothy Lynskey
Div Faculty Rep Division #5 – Vacant
Div Faculty Rep Division #5 – Vacant
Adjunct Faculty – Vacant
Confidential Management (OOs) – Mrs. Melissa Jauregui
Classified Employee Classified Union – Vacant
ASO Rep ASO – Non Voting Ad Hoc – Vacant

II. Role of Outcomes and Assessment

A. Assessment Primer – Why Do We Have Outcomes and Assessments of Them

Every accreditation agency in the nation now requires schools to have Learning Outcomes and their assessment if they are going to be accredited to give degrees. There are no exceptions, from Community Colleges up to all four-year Universities.

What else is required? Here the surprising answer is that there really is nothing. As long as the school has both the Learning Outcomes and assessment methods in place – and are maintaining and making changes as necessary for improvement, little else is required.

This is the reason for the Outcomes Committee, which provides specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process.

The Outcomes Committee will determine a campus-wide process for the uniform implementation and assessment of Learning Outcomes at the course, program, and department level.

Each school's faculty has the ability to create what they believe are best to determine how THEIR students are learning. No one else but the faculty in the discipline/department can say whether a Learning Outcome is right or wrong – as long as it makes sense and can be explained as valid by the faculty.

For more on the Roles of Outcomes and Assessment, please see the “Why” section of “Learning Outcomes for AVC Faculty” in the appendix.

B. Action Research and Why It's Used In Outcomes

Action research consists of a family of research methodologies that pursue action and research outcomes at the same time. It therefore has some components that resemble consultancy or change agency, and some which resemble field research.

Conventional experimental research, for good reason, has developed certain principles to guide its conduct. These principles are appropriate for certain types of research, but they can actually inhibit effective change. Action research has had to develop a different set of principles. It also has some characteristic differences from most other qualitative methods.

Action research tends to be...

cyclic -- similar steps tend to recur, in a similar sequence;

participative -- the clients and informants are involved as partners, or at least active participants, in the research process;

qualitative -- it deals more often with language than with numbers; and

reflective -- critical reflection upon the process and outcomes are important parts of each cycle.

In fact, some writers insist on those characteristics.

To achieve action, action research is responsive. It has to be able to respond to the emerging needs of the situation. It must be flexible in a way that some research methods cannot be.

Action research is emergent. The process takes place gradually. Its cyclic nature helps responsiveness. It also aids rigor. The early cycles are used to help decide how to conduct the later cycles. In the later cycles, the interpretations developed in the early cycles can be tested and challenged and refined.

In most instances the use of qualitative information increases responsiveness. It is possible to work in natural language, which is easier for informants. There is no need to develop a metric (which may have to be abandoned later if it doesn't fit the emerging situation).

The use of language also makes the whole process more accessible to participants. They can develop enough understanding to become co-researchers in many situations.

One crucial step in each cycle consists of critical reflection. The researcher and others involved first recollect and then critique what has already happened. The increased understanding that emerges from the critical reflection is then put to good use in designing the later steps.

The steps are as follows: plan --> act --> observe --> reflect (and then --> plan etc.)

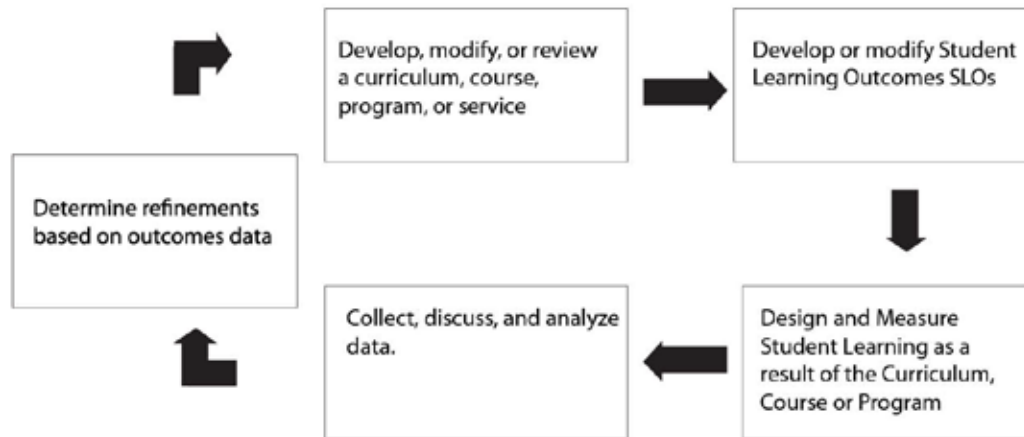
Dick, B. (2000) A beginner's guide to action research [On line]. Available at http://www.uq.net.au/action_research/arp/guide.html

C. Closing the Loop

Closing the loop refers to the use of assessment results to improve student learning through collegial dialogue informed by the results of student services, instructional learning, or operational outcome assessment.

It is part of the continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results.

Closing the Assessment Loop



D. College Philosophy, Vision, Mission, and Values

Philosophy

Antelope Valley College is a comprehensive community college in the California Community College System dedicated to providing services to a broad range of students with a variety of educational goals. Antelope Valley College is dedicated to providing educational programs and services as expressed in the California Master Plan for Higher Education. The College is committed to equal educational opportunity and reinforces that commitment through a program of active affirmation of diversity.

Antelope Valley College is dedicated to meeting the dynamic needs of a changing community. The College addresses the educational needs of a diverse and evolving population. The College recognizes that it is uniquely capable of responding to the requirements of regional business, industry, and public service, as well as the social and cultural needs of the Antelope Valley.

Antelope Valley College affirms the rights of the individual and respects human dignity. The programs and activities of the College foster the individual's ability to think clearly, critically, and independently to meet the demands of an increasingly complex society. The student is the primary concern of the College. The curriculum, activities, and services of the College help students understand their physical, cultural, ethnic, and social environment. The preservation of academic freedom provides a college environment in which students and faculty can examine ideas freely.

This philosophy is reflected in the curriculum, the student-faculty relationships, the services and resources, and the policies of the College.

Vision

To provide quality education that transforms lives.

Mission

Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community.

We offer:

Associate Degree Programs

Associate degree programs comprised of general education courses, proficiency requirements, designated courses in a specific major or area of emphasis. Associate degrees provide students with “the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.”

Career Technical Programs

Certificate and degree programs comprised of “essential career technical instruction” in a variety of business, technical, and occupational courses designed to enhance students’ knowledge and skills leading to employment, career advancement, certification, and state or federal licensure. We award both Chancellor’s Office approved Certificates of Achievement and locally approved Certificates of Proficiency.

Transfer/General Education Courses

Transfer/general education courses in communication and critical thinking, the physical and biological sciences, arts and humanities, social and behavioral sciences, and technical education. Completion of these courses allows students to fulfill degree requirements or enroll in upper division courses and programs at accredited four-year institutions through our articulation agreements.

Basic Skills Courses

Basic skills courses in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level degree applicable courses.

Student Support and Instructional Support

A variety of services in academic, career, and personal counseling, in library instruction and course support, in learning assistance. These services support the needs of students in pursuing and achieving their educational goals.

Workforce Preparation and Economic Development

Workforce programs, job preparation courses (non-degree applicable) and a variety of services that contribute to the educational and economic well being of the community.

Personal Enrichment and Professional Development

Community service offerings, non-credit, not-for-credit classes and services that develop the knowledge, skills and attitudes necessary for students to be effective members of the community. These classes enhance the community's social, cultural, and economic well being. Non-credit course offerings may lead to a Certificate of Completion and/or Certificate of Competency.

Values

Education – We are dedicated to students, faculty, staff, and alumni in their endeavor for lifelong learning.

Integrity – We expect honesty, trust, candor, and professionalism from one another.

Excellence – We commit to the highest quality in all our endeavors, being responsive to our community in innovative ways.

Community – We create and foster relationships between AVC and its diverse constituents: students, faculty, staff, alumni, and the community at large.

Practices

Students and learning are primary in decision making.

Mutual respect and courtesy is the basis of our relationships.

Professional standards, collaboration and teamwork are demonstrated.

Innovation, accomplishments and creativity are recognized and rewarded.

Open access to educational programs is provided to meet student needs.

Safe physical environment and a secure infrastructure improves and supports student success and learning.

Stewards of the college place service to the institution and community above self-interest.

We strive to enhance the visibility of the Antelope Valley Community College District.

We recognize that people make up the college and value them as individuals.

E. Institutional Learning Outcomes

Communication

- Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.

- Demonstrates listening and speaking skills that result in focused and coherent communications.

Creative, Critical, and Analytical Thinking

- Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
- Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

Community/Global Consciousness

- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.
- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

Career and Specialized Knowledge

- Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

F. Creating an Effective Syllabus

From – Guidelines for Creating an Effective Syllabus

AP&P: 2015-2016

Based Upon the Course Outline of Record

- 1) A course syllabus must be based on the college's official Course Outline of Record (COR), and each instructor must cover all the content stated in that outline.
- 2) A course syllabus must have the Student Learning Outcomes (SLO) listed on the COR.
- 3) Attendance (alone) cannot be used to determine a student's grade; student evaluations/grades must be based upon "measurable and demonstrated objectives."
- 4) CORs for credit courses must show clear evidence of teaching and assessing students' critical thinking skills.

NOTE: Board Policy requires that the syllabus be given to students within the first two weeks of class.

There are a number of elements that make a course syllabus a more useful document for the student, as well as a safeguard for faculty should a student claim that he or she didn't know what was required or expected regarding the class or the assigned work. As soon as an instructor is scheduled to teach a course, the dean must provide them with a

Course Outline of Record and the Student Learning Outcomes for each course the instructor will be teaching. Current CORs and SLOs are also available through the Office of Academic Affairs or on AP&P's web page.

State the Obvious

- your name, phone number, and AVC e-mail address (only)
- your office number and office hours
- course title and number, including room, meeting days, and times
- course prerequisites, co-requisites, advisories, and limitations on enrollment (see COR)
- required textbooks and other materials students must purchase for the class
- optional textbooks and/or supplies that would be helpful
- any online support, such as instructor's web pages or other internet resources

Required Information

While instructors have the academic freedom to develop and structure a syllabus that reflects their own teaching style, the foundation for the syllabus must come from the Course Outline of Record and the Student Learning Outcomes.

- Sheriff Department Emergency Contact Number
 - o Dial direct: 661-722-6399
 - o From campus phone #4444 or #6399
- Course Description and Objectives—these must be stated exactly as written on the Course Outline of Record.
- Course Content—instructors may choose to list course content on a timetable (daily, weekly, monthly) that suits their particular style or approach; however, all content on the Course Outline of Record must be covered during the semester.
- Course Approved Student Learning Outcomes (SLOs)—instructors must include Course Approved Student Learning Outcomes (SLOs) on their syllabus. These must be stated exactly as written on the Student Learning Outcomes form. For specific SLO Committee Approved Guidelines please refer to Communicating Approved Student Learning Outcomes to Students section of the AP&P Standards & Practices Handbook.
- Assignments and Exams—some instructors choose to provide the exact assignments and due dates with their syllabus; others merely indicate the types and number of assignments students should expect to encounter throughout the semester. In either case, instructors must build their homework assignments based upon those that are suggested on the “typical homework assignments” page in the Course Outline of Record. A syllabus should indicate the number and type of quizzes, tests, exams, projects, performances and/or presentations students should expect and their scheduled dates. Instructors should also state whether or not late homework will be accepted or if late exams will be given and, if so, what the effect of late work will be a student's grade.

- **Methods of Evaluation**—it is a good idea to let students know how much weight (in percentages or points) will be given to assignments, exams, etc; this allows them to keep track of their own progress throughout the semester so that they are not surprised by an unexpected grade at the end. If instructors have developed grading rubrics or other standardized evaluations, these should be made available to students as well. As required, the Course Outline of Record links the evaluation of assignments, tests, or other graded work to the course objectives. This is also the place to indicate whether or not there are other classroom activities that will affect a student’s grade: class participation, field trips, collaborative groups, extra credit work, visits to the Learning Center or Library, etc. Remember, attendance alone cannot be used as a basis for giving a grade, but participation can.

- **The Americans with Disabilities Act—Recommended Language for Reasonable Accommodations:** If you have a legally protected disability under the Americans with Disabilities Act (ADA) or California discrimination law, and you believe you need reasonable accommodation to participate fully in this class, please make an appointment to see me during my private office hours or after class to discuss your needs.

- **AVC Academic Honesty Policy—Academic Policy – AVC Board Policies Section 5500**

- **AVC Board Policies Section 5500 Guidelines for Student Conduct: Violation of the Academic Honesty Policy:** Dishonesty, including but not limited to, cheating, or plagiarism. Plagiarism – from the Latin word for “kidnap” – involves using another’s work without giving proper credit, whether done accidentally or on purpose. This includes not only words and ideas, but also graphs, artwork, music, maps, statistics, diagrams, scientific data, software, films, videos and the like. Plagiarism is plagiarism whether the material is from published or unpublished sources. It does not matter whether ideas are stolen, bought, downloaded from the Internet, or written for the student by someone else – it is still plagiarism. Even if only bits and pieces of other sources are used, or outside sources reworded, they must still be cited. To avoid problems, students should cite any source(s) and check with the instructor before submitting an assignment or project. Students are always responsible for any plagiarism in their work.

- An instructor who determines that a student has cheated or plagiarized has the right to give an “F” grade, or numerical equivalent, for the assignment or examination. Antelope Valley College reserves the right to utilize electronic means to investigate possible academic violations. Enrollment in any class implies student agreement and consent that all assignments are subject to submission for textual similarity review to an electronic database.

- **Number of Absences/Drops**—When the number of hours a student is absent in a specific course exceeds the number of hours the course meets per week, the student may be dropped from the course. The instructor may initiate the drop but it is the student's responsibility to drop.

Other Useful Information

It is a good idea to let students know what is expected of them when it comes to classroom behavior and the instructor's expectations. (Refer to the student code of conduct in AVC's College Catalog when developing these.) Both instructors and students will benefit from having the following in writing and presenting it at the start of the semester to avoid any misunderstanding or claims of unfair treatment.

A statement regarding:

- Late assignments and/or exams or extra credit work
- Late arrivals/tardiness and early departures (see the College Catalog on attendance)
- Electronics, pagers, cell phones, walkmans, or other distracting paraphernalia
- College resources that can help students be more successful: the Learning Center, Writing Center, Math Lab, tutors and/or counseling services, availability of computers on campus, etc.

G. Communicating SLOs to Students

Faculty are responsible for the development and assessment of student learning outcomes (SLOs) within their discipline. SLOs are the specific observable or measurable results expected subsequent to a learning experience and provide evidence that learning occurred as a result of a specified course, program activity, or process.

In addition to developing and assessing SLOs, faculty are responsible to communicate the purpose and goals of these SLOs to students. What do students need to know about SLOs?

Students need to know:

- Approved course-specific SLOs and how they are assessed,
- How SLO assessment results are being used to improve the course and/or corresponding program effectiveness, AND that
- SLOs and their assessments are used only to evaluate the effectiveness of a course or program, NOT to determine an individual student's performance in the course or program.

Faculty choose how to best communicate SLO information to their students, using one of the following recommended practices:

- Integrate SLOs on the course syllabus, or
- Include SLOs as a separate attachment to the course syllabus, or
- Post SLOs in course specific online files (Blackboard, myAVC, etc.)

Regardless of the method you select to communicate to students, please provide an opportunity for student dialogue in order to facilitate student engagement in the process. Communication of SLOs to students should occur within the first week of the course, the same time frame in which faculty are required to provide a course syllabus.

Suggestions to frame student discussion of SLOs:

- Remind students that SLOs are not the same as course objectives.
- SLOs are broad, measurable goals of student learning that are overarching outcomes for a course or program.
- SLOs will be used by faculty and college staff to analyze student learning needs, to enhance student services, to evaluate course and program effectiveness, and to influence decisions regarding college planning and operations.

III. Development and Submission of Outcomes

A. Learning Outcomes:

1. When building Learning Outcomes' for a course all instructors involved in teaching that course should be involved in the process.
2. Begin by examining the specific course objectives listed in the Course Outline of Record (COR).
3. You should then try combine 2 or more of them into one logical cohesive outcome that can be assessed.
 - a. For example, at AVC PSY 101 course has the following course objectives:
 - 1) Explain the historical context of the field of psychology.
 - 2) Identify, describe, and compare different research methodologies used in the scientific study of psychology.
 - 3) Recognize, inspect, question, and evaluate various theories and concepts that presently influence the field of psychology.
 - 4) Examine and analyze various topics and concepts in psychology.
 - 5) Assemble and critically analyze recent information on topics in General Psychology through the use of current literature and scientific journals.
 - 6) Assess the complexity and diversity of behavior including the impact of culture on human behavior.
 - 7) Inspect and describe the interaction of nature (genes) and nurture (culture) on human behavior.
 - 8) Recognize and appraise scientific journals in the field of psychology.
 - 9) Identify and demonstrate APA writing style.
 - b. Objectives 5, 8, and 9 could be combined and rewritten as follows:
Students will be able to recognize scientific journals in the field of psychology, critically evaluate their content, and synthesize the information into APA format.
4. Do this until all objectives are in Learning Outcomes.
5. Once the Learning Outcomes part is written, Faculty need to develop a common tool or tools to determine if students can really do what the Learning Outcomes state.
 - a. An assessment criteria needs to be set for the tool: Assessment criteria refers to the percentage or ratio of questions answered correctly.

For example: a score of 70% or better says the student was successful
 - b. An achievement target needs to be set: The achievement target refers to the overall percentage of students that successfully meet the assessment criteria for the Learning Outcomes.

For example: 80% of the students will meet the assessment criteria

6. Once this has been done, make sure each Learning Outcomes exhibits the following qualities:
 - a. Provides evidence of overarching student knowledge, skills, abilities, attitudes, or dispositions rather than discrete objectives.
 - b. Describes student competency rather than content coverage.
 - c. Use of active verbs from Bloom's Taxonomy that are consistent with COR (Course Outline of Record).
 - d. Assessment methods / tools are clearly identified (activity or assignment students undertake that can be used to determine whether learning has occurred)

For more examples of developing and submitting Outcomes, please see the "How" section of "Learning Outcomes for AVC Faculty" in the appendix.

IV. Revising and Submitting Outcomes

Outcomes should be changed whenever the Faculty and Staff believe the change should take place – after reflection and analysis of the Outcomes Assessment data.

They must also be presented to the Outcomes Committee for approval every four years when the Course Outline of Record is being reviewed by the AP&P Committee.

The Outcomes approval process takes place completely in CurricUNET, and then must be transferred to WEAVEonline manually.

For complete information regarding to revising and submitting Outcomes, please see the “How” section of “Learning Outcomes for AVC Faculty” in the appendix.

V. Assessment

A. Best Practices

Assessment of Learning Outcomes (SLOs and PLOs) is meant to be a faculty-driven process. Faculty teaching within specific course and program areas are those most capable of determining the most valuable intended outcomes of a course or program.

Learning Outcomes are intentionally assessed in order to provide faculty with information that leads to modifications in learning outcomes, instructional objectives, learning environments, curricula and assessment strategies.

Important considerations in Learning Outcomes development and assessment include the following:

- 1- Aligning intended learning outcomes with the college mission, values, and Institutional Learning Outcomes (ILOs).
- 2- Developing assessment strategies that provide a well-rounded picture of student learning, remembering that different courses and disciplines call for different types of assessment.
- 3- Considering assessment that involves measurement not only of knowledge, but also of values, attitudes, and habits of mind identified as important in each discipline.
- 4- Practicing assessment strategies that begin with important questions and issues and then return useful data that guides continuous improvement.
- 5- Recognizing that the best assessment is cumulative and occurs over time. Using data accumulated in the same course, using the same instrument over the course of several semesters, supports continuous improvement.

The practice of collecting and assessing data alone will not effect change. Change only occurs when the data collected is valid, useful, and is regularly discussed and evaluated by teams of faculty within the discipline with the following goals:

- 1- Identifying immediate needs for personnel, equipment, materials and supplies.
- 2- Planning for future needs.
- 3- Monitoring long term effectiveness of the course or program by documenting the results of assessment.
- 4- Communicating the goals and effectiveness of the course or program to the campus and community.

When writing Learning Outcomes faculty are encouraged to do the following:

- 1- Consider how the intended outcomes of each course will help students reach the intended outcomes of the program or degree.
- 2- Focus on the central aspects of the course or program seen as most valuable and meaningful.

3- Answer the following questions:

- What is most important for the student to know, understand or express?
- What knowledge, skills, attitudes or abilities should the ideal student demonstrate?
- How will the student demonstrate learning has occurred?
- How will success be measured both qualitatively and quantitatively?

B. Developing, revising and submitting Assessment Information

For more on the development, revision and submission of assessment information that includes Tools (Methods), Criteria and Target, please see the “How” section of “Learning Outcomes for AVC Faculty” in the appendix.

VI. Important Dates and Deadlines

A. Reporting Guidelines for Academic Programs

Learning Outcomes Data

All SLO and PLO data must be entered into WEAVEonline two weeks after the final day of classes of each Spring semester.

The data shall include required information from every section of every class for the Summer, Fall, Intersession and Spring prior to that date (known as an assessment cycle).

Action Plans

Action Plans are to be entered into WEAVEonline no later than Sept. 30 of every year.

VII. WEAVEonline

One would go to WEAVEonline when they need to:

- See Learning Outcomes' Assessment Findings and Action Plans
- Input or change Learning Outcomes' Assessment Findings and Action Plans (if a facilitator).

Follow this path: www.avc.edu > about AVC > Campus Organizations & Committees > Outcomes Committee > WEAVEonline

The direct link is <https://app.weaveonline.com//login.aspx?ReturnUrl=/avc/login.aspx>

Once you're at the AVC page (it's basically all green, the non-AVC page is much different) enter your WEAVEonline ID.

If you are not a facilitator and wish to view the various Learning Outcomes, you may do so by logging in with the WEAVEonline ID of AVCuser and the password marauder.

Programs (Degrees and Certificates) are prefaced with a P: Often you will find these at the bottom of the pull down list.

For complete information of how to access and use WEAVEonline, please see the Facilitator's Manual in the appendix.

IX. Approved Outcomes and Assessments

All approved Outcomes can be found on CurricUNET.

One would go to CurricUNET for Outcomes purposes when they need to: do the following:

- Submit Learning Outcomes and Assessment Criteria and Targets for new classes/programs or for four year review.
- Find Objectives and Learning Outcomes
- Change Learning Outcomes and Assessment Criteria and Targets

Follow this path: www.avc.edu > about AVC > Campus Organizations & Committees > Academic Policies & Procedures Committee > CurricUNET Online

The direct link is <http://www.curricunet.com/AVC/>

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AVC OUTCOMES COMMITTEE GLOSSARY OF TERMS

Academic Cycle- Academic cycle refers to the assessment cycle documented in WEAVEonline that begins with the Summer semester of a given year and continues through the Spring semester of the following year.

Affective Outcomes- Affective outcomes relate to the development of values, attitudes, and behaviors.

Alignment- Alignment is the process of analyzing how explicit criteria line up or build upon one another within a particular learning pathway.

When dealing with outcomes and assessment, it is important to determine that the course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision.

In student services, alignment of services align with such areas as financial aid deadlines and instructional calendars.

Action Research – Action research consists of a family of research methodologies that pursue action and research outcomes at the same time. It therefore has some components that resemble consultancy or change agency, and some which resemble field research.

Action research tends to be...

cyclic -- similar steps tend to recur, in a similar sequence;

participative -- the clients and informants are involved as partners, or at least active participants, in the research process;

qualitative -- it deals more often with language than with numbers; and

reflective -- critical reflection upon the process and outcomes are important parts of each cycle.

The steps are: plan --> act --> observe --> reflect (and then --> plan etc.)

Assessment - The evaluation of the Learning Outcomes Data for use in creation of Action Plans

Assessments are done according to the Academic Cycle and are done in a way as to satisfy the Assessment Cycle.

Assessments may be done for each SLO and PLO each Assessment Cycle. However, assessment of at least one SLO and PLO MUST be done each Assessment Cycle.

Assessment Cycle- Assessment cycle refers to the process called “closing the loop.”

Cognitive Outcomes- Cognitive outcomes relate to the development of mental processes such as memory, comprehension, evaluation, reasoning, analysis, calculation, and planning.

College Operations- College operations refers to indirect support services to the campus such as maintenance and operations, auxiliary services, budget and accounting, information technology services, research and planning, police and safety, and marketing.

Continuous Improvement- Continuous improvement reflects an on-going, cyclical process to identify evidence and implement incremental changes to improve student learning.

Critical Thinking- "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

" A statement by Michael Scriven & Richard Paul {presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987}.

Culture of Evidence- The phrase “culture of evidence” refers to an institutional culture that supports and integrates research, data analysis, evaluation, and planned change as a result of assessment to inform decision-making (Pacheco, 1999)5.

A culture of evidence is characterized by the generation, analysis and valuing of quantitative and qualitative data in decision making.

Curriculum Mapping- Curriculum mapping supports unified coordination of ILOs, PLOs, and coursework, provides visual representation of course alignment within a program, and promotes increased understanding of the relationship between programs and the institution’s mission.

Example of mapping: If the faculty determines that SLO #1 fits with PLO #1 then that SLO is “mapped” to the PLO. When gathering Outcomes Data for that PLO, the SLO Outcomes Data will be used directly as part of the PLO Outcomes Data.

Data Collection – The process of collecting data for SLOs and PLOs so they can be properly assessed.

Data Collection shall take place for every SLO by every instructor for each class. The data collected is aggregated for later assessment.

Data Collection for PLOs shall take place by the discipline, department or division for each course mapped to the PLO or other data gathering method approved by the Outcomes Department.

Effectiveness Criteria- Effectiveness criteria is a standard of judgment that assesses the “added value” based on evidence.

Evidence of Program and Institutional Performance- Program or institutional evidence includes quantitative or qualitative, direct or indirect data that provide information concerning the extent to which an institution meets the goals it has established and publicized to its stakeholders.

General Education (G.E.) Program Learning Outcomes- General Education PLOs are closely related to ILOs and are the skills and abilities a student is expected to be able to use after completing a general education course of study.

This knowledge is used when students evaluate themselves and appreciate the physical environment, culture, and society in which they live.

Institutional Learning Outcomes- Institutional Learning Outcomes are observable characteristics that ensure students will succeed through the assessment of the goals as outlined in the college mission.

Learning Outcomes Data - Numerical data collected with regard to each SLO and PLO.

The data consists of: number of students who successfully achieve the SLO or PLO and the number of students attempting to achieve the SLO or PLO.

For instance, in a class 14 students may have achieved the SLO out of 20 students attempting to achieve it.

The 14 and 20, in addition to the percentage created (number of students who successfully achieve the SLO or PLO divide by the number of students attempting to achieve the SLO or PLO) is then used for assessment purposes. In this case: 14/20 or 70 percent.

Operational Outcomes (OOs)- Operational Outcomes are overarching specific observable characteristics developed by staff in the institution's non-instructional and operations areas that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific program, activity, or support.

Program- An educational or instructional program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

Program Learning Outcomes (PLOs)- Program Learning Outcomes are overarching specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course of study, activity, or service throughout the completion of a Program.

Program Review- Program Review ensures that every program and service area will experience a systematic evaluation cycle consisting of a self-evaluation process, which includes employee, student, and community evaluation, and an institutionally based peer-team review.

The information gathered during this process will provide a basis for cooperative and informed decision-making regarding the future of the institution.

Psychomotor Outcomes- Psychomotor outcomes relate to the development of specific motor skills and movement functions along with related mental processes.

Student Learning Outcomes (SLOs)- Student Learning Outcomes are overarching specific observable characteristics developed by faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process in a specific class.

Student Services- Student Services is a comprehensive system of programs and opportunities that enhance student success and facilitate achievement of education, career, and life goals.

WEAVEonline- WEAVEonline is a software application that allows the institution to develop and maintain continuous improvement processes for academic, service, and administrative structures.

WEAVE serves as a repository for assessment data and guides the alignment of assessment, planning, budgeting, and institutional priorities.

For additional definitions, please refer to—Academic Senate for California Community Colleges: Glossary of Student Learning Outcomes:

BLOOM'S TAXONOMY
Methods Requiring Cognitive Outcomes

				*Critical Thinking	
				<u>Synthesis</u>	<u>Evaluation</u>
				compose plan propose design formulate arrange assemble collect construct create set up organize prepare	judge appraise evaluate rate compare value revise score select choose assess estimate measure
			<u>Analysis</u>		
			distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize		
		<u>Application</u>			
		interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch			
	<u>Comprehension</u>				
	translate restate discuss describe recognize explain express identify locate report review tell				
<u>Knowledge</u>					
define repeat record list recall name relate underline					

*In order to comply with Title 5 regulations for college-level credit courses, a majority of the measurable objectives must be designed using the highest order of cognitive outcomes: analysis, synthesis, and evaluation. However, the full range of terms from the taxonomy can be used when appropriate to the course and/or discipline, especially for those courses that require skill development, problem solving, and demonstration.

taken from Benjamin Bloom's *Taxonomy of Educational Objectives*, 1956, 1984.

Learning Outcomes FOR

~~DEANIES~~ AVC FACULTY

*A Reference
for the
Rest of Us!*



THE OUTCOME COMMITTEE FACULTY ARE:

Faculty Co-Chair - Dr. Glenn Haller

Faculty

Div Faculty Rep Counseling and Matriculation - Dr. Jessica Eaton

Div Faculty Rep Library - Dr. Scott Lee

Div Faculty Rep Division #1 - Stacey Adams

Div Faculty Rep Division #1 - Wendy Stout

Div Faculty Rep Division #1 - Candace Martin

Div Faculty Rep Division #2 - Dr. Anne Hemsley

Div Faculty Rep Division #2 - Dr. Cindy Hendrix

Div Faculty Rep Division #3 - Dr. Rachel Jennings

Div Faculty Rep Division #3 - Karen Lubick

Div Faculty Rep Division #4 - Melanie Parker

Div Faculty Rep Division #4 - Timothy Lynskey

Div Faculty Rep Division #5 - Vacant

Div Faculty Rep Division #5 - Vacant

Adjunct Faculty - Vacant

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Hello all – My name is Faccir. No it's not a real name of a faculty member on campus, and we pronounce it faw-sear (though as you go through this you might believe it's "faker"). I'm the collaboration of the Faculty on the Outcomes Committee, and I'm here to run you through everything you need to know about Learning Outcomes and give you some other thoughts and concepts regarding them. Since I have a deep background in journalism (back when it was information-based and not entertainment-based), I know completely that which a story should contain for optimum information dissemination – Who, what, where, how, why and when. So now it's time to answer each one of those. Let's start with:



WHAT

The first question that is usually asked is “What are SLOs and PLOs?”

SLOs - Student Learning Outcomes

These are Learning Outcomes attached to a particular class.

PLOs – Program Learning Outcomes

These are Learning Outcomes attached to a particular degree or certificate program.

The next question is usually something snotty and of the order of “OK smart guy, what are Learning Outcomes?”

But before we go on to figure out what Learning Outcomes are, let’s first take away some of the possibilities by discussing what Learning Outcomes are not.

WHAT LEARNING OUTCOMES ARE NOT

- GRADES
- OBJECTIVES

Let’s start with why we can’t and don’t use final grades as Learning Outcomes:

“An inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material.” - Paul Dressel definition of grade (1976)

Another definition is a grade is given to student for their mastery of the material for the WHOLE class.

Learning Outcomes are smaller pieces of particular mastery that when combined make up the grade.

Maybe looking at bits of the 1960 World Series between the New York Yankees and the Pittsburgh Pirates will help illustrate this. (Thanks to David Wood, San Antonio (TX) College for the example.)

So when it all ended after seven games, the Pittsburgh Pirates had done well enough in the Series to win the Championship with four wins to the New York Yankees’ three.

If we say because Pittsburgh won the World Series, they got an A, while because the Yankees lost they got an F, does that really reflect on either team’s impact on the outcomes that led to the final grade?

Let's see:

Using the following Outcomes to determine each team's grade:

Total Scoring
Total Hits
Batting Average
Total Home Runs
Timely Home runs
One run wins (win by one run)
Games won in best out of seven games played

We find in the series that...

The Yankees outscored the Pirates 55–27.

The Yankees outhit the Pirates 91–60.

The Yankees outbatted the Pirates .338 to .256.

The Yankees hit 10 home runs to Pittsburgh's four

But if we take a look at all these Outcomes, it's clear the Yankees took home the crown and the grade. The Yankees got an A and the Pirates, maybe, maybe a C but more like an F.

But let's add these facts to our Outcomes.

Pittsburgh hit three of their four home runs in the seventh (and final) game.

Pittsburgh was able to win two one-run games.

Both times Pittsburgh was shutout, the Yankees scored 10 or more runs.

Pittsburgh won the series four games to three.

So it shows that the Yankees did fabulously well in four outcomes and Pittsburgh did really well in three outcomes.

Yes, we don't have SLOs measured by grades, but since they are smaller parts of the overall grade, you can think of each SLO as a "mini-grade."

Taking this example let's give each team a mini-grade for each outcome:

Total Scoring – Yankees A, Pittsburgh F

Total Hits – Yankees A, Pittsburgh D

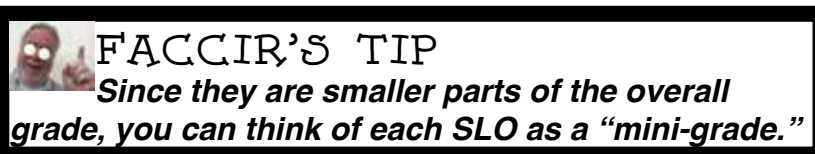
Batting Average – Yankees A, Pittsburgh D

Total Home Runs – Yankees A, Pittsburgh D

Timely home runs – Yankees B, Pittsburgh A

One run wins (win by one run) – Yankees F, Pittsburgh A


Games won in best out of seven games played – Yankees F, Pittsburgh A



It might be debatable but it seems to many that both teams would receive about a C for their final grade (and at that New York maybe a B- and the Pirates a C-). Certainly one would not give an A to the Pirates and the F for the Yankees.

All instructors have different pieces of student learning that we combine to make the whole grade.

The Learning Outcomes are those different pieces – we are looking specifically at each of those pieces, not what they ultimately create.



FACCIR'S TIP
All instructors have different pieces of student learning that we combine to make the whole grade. Learning Outcomes are those different pieces, not what they ultimately create.

Now let's move on as to why we can't and don't use objectives as Learning Outcomes:

WHY DON'T WE JUST USE COURSE OBJECTIVES AS OUTCOMES?

At first blush, the Outcomes and the Objectives are exactly the same. Isn't an Objective what the student is supposed to get out of the class, that is what they are supposed to learn?

After all, the definition of Objectives which comes from the AVC AP&P Handbook is "Course Objectives: This section should clearly explain the measurable objectives that students are expected to have acquired once they complete the class. These should be phrased as a series of collective statements, rather than an itemized list of each individual objective for each topic covered."

Now let's take a look at the definition of Outcomes once again.

Learning Outcomes are **overarching** specific observable characteristics developed by the faculty that allow them to determine or demonstrate evidence that learning has occurred.


One word should stick out as if it is bolded – overarching.

Let's look at the following Course Objectives:

- Design a car
- Design a boat
- Design an airplane

We should be able to recognize that much of the design factors have much the same skill base. To make all three Outcomes and measure each individually would be, for the most part, redundant.

So in creating our Outcome we combine those skills which are similar and tell us the same thing about a student's learning by making the Outcome - Design three modes of transportation.



FACCIR'S TIP
Objectives tend to be more specific. Outcomes combine those skills that are in essence the same.

Take a look at some of the following Objectives and then Outcomes for courses here at AVC.

OBJECTIVES	OUTCOMES	COMBINES
<p style="text-align: center;">KIN 100</p> <ol style="list-style-type: none"> 1. Explain the basic concepts of Kinesiology. 2. Explain the Historical, Ethical and Philosophical foundations of Kinesiology. 3. Discuss the basic movement forms of dance, exercise and sport with an emphasis on the sub-disciplines within Kinesiology. 4. Introduction to the sub-disciplines: Motor Learning/control, Motor Development, Biomechanics, Exercise Physiology, Social and Psychological Foundations, and Sport Nutrition. 5. Explore pathways and career opportunities in Allied Health, Sport, Fitness, Teaching and Coaching. 	<ol style="list-style-type: none"> 1. Identify and apply the basic concepts of kinesiology including its sub-disciplines of motor learning/control, motor development, biomechanics, and exercise physiology. 2. Appraise and evaluate the historical, ethical and philosophical foundations of kinesiology. 3. Synthesizing course teachings, formulate a personal pathway toward career opportunities in allied health, sport, fitness, teaching and coaching. 	<p style="text-align: center;">1,3,4</p> <p style="text-align: center;">2</p> <p style="text-align: center;">5</p>
<p style="text-align: center;">ACCT 111</p> <ol style="list-style-type: none"> 1. Record bookkeeping entries in general, special, and combined journals. 2. Move bookkeeping entries to a ledger. 3. Construct a worksheet, financial statements, and a payroll register. 4. Record and post adjusting, closing, and reversing entries. 5. Interpret a bank statement, and record related bookkeeping entries. 6. Create a petty cash account, record related entries, and replenish. 7. Calculate simple interest. 	<ol style="list-style-type: none"> 1. Analyze and properly record business transactions in a general journal 2. Prepare financial statements: income statement, statement of owner's equity, and balance sheet. 	<p style="text-align: center;">1,4,5,6,7</p> <p style="text-align: center;">2,3</p>
<p style="text-align: center;">BIOL 104</p> <ol style="list-style-type: none"> 1. Understand and apply the scientific method to environmental issues. 2. Recognize the universal environmental problems that face all people. 3. Assess options in solving environmental problems. 4. Examine biotic and abiotic factors involved in resource exploitation by humans. 5. Demonstrate an understanding on how energy flows through the ecosystem. 6. Evaluate the effects of habitat alteration in any given ecosystem. 7. Analyze regional and global environmental issues. 8. Judge how human interactions with the environment have changed, and how these changes have led to the environmental problems that confront us today. 	<ol style="list-style-type: none"> 1. Assess options in solving environmental problems. 2. Demonstrate an understanding of human population ecology. Evaluate environmental problems created by human overpopulation. 3. Demonstrate the principles of natural biogeochemical cycles, and how humans disrupt these cycles. Students will be able to evaluate their impact on these cycles. 4. Explain the concept of energy, energy flow and how living organisms utilize it. 5. Demonstrate an understanding of the basic concepts of ecology; recognize biotic and abiotic factors and relationships among organisms. 	<p style="text-align: center;">1, 2, 3</p> <p style="text-align: center;">8</p> <p style="text-align: center;">6,7</p> <p style="text-align: center;">5</p> <p style="text-align: center;">4</p>

SO WE NOW KNOW WHAT THEY ARE NOT. BUT WHAT ARE THEY?

From AVC's SLO Glossary –

Student Learning Outcomes are overarching specific observable characteristics developed by faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process.

While

Program Learning Outcomes (PLOs)- Program Learning Outcomes are overarching specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course of study, activity, or service.

So taking these two definitions and using that which is identical - “Learning Outcomes are overarching specific observable characteristics developed by the faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course of study, activity, or service.”

Another we have comes from LA Mission College:

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

And a third from Linda Suskie in her blog, “A Common Sense Approach to Assessment & Accreditation”

Learning Outcomes are goals that describe how a student will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience.

As you can tell, we can pretty well explain what Learning Outcomes are not, but putting together a precise, clear and definitive definition for them is like trying to nail Jello to a wall.

Hopefully the three definitions and the rest of this book (especially the “How” section) will help you understand them better.

OK, WHAT ARE THESE ASSESSMENT THINGS WE HAVE TO TURN IN AS WELL AS OUR OUTCOMES?

When we demand Outcomes, there are still some things we also require, often called Assessment.

FACCIR'S NOMENCLATURE RANT

Too often we get caught using the same word to mean different things. This has been true in Outcomes, and it has caused some headaches – with the word “assess” being the largest and most painful.

We assess our students, we assess our SLOs, we assess our PLOs and assess our assessment and we call the whole thing “assessment.”

That’s confusing enough, but no matter what words we use, there are always those who will point out “That’s not correct” or “It’s not the proper word” or other arguments that would grind explanation to a halt and render any attempt to educate under the PhD level moot - correct as they may technically be.

The Outcomes Committee understands and respects all of this. However, for the sake of clarity, we have to say: “Assessed” has several synonyms. They include: evaluate, judge, gauge, rate, estimate, appraise, consider, get the measure of, determine, analyze so to avoid more confusion, the Outcomes Committee has worked hard to come up with a particular nomenclature.

So: We EVALUATE our students as we determine the SLOs. The data we GATHER from the evaluation is submitted to our facilitators. This process is DATA GATHERING.

This is how we look at the “mini-grades” and determine the numbers used in Assessment Criteria compliance.



FACCIR'S TIP

All Learning Outcomes must have the following assessment information: Tools Methods, Criteria and Target. The faculty use these to be able to determine student learning, and to gauge where problems and hindrances to it might exist.

But now we have simplified down and the rant is coming to an end, we see we’ve gotten ahead of ourselves.

All Learning Outcomes must have the following assessment information: Methods, Criteria and Target, and it’s up to the faculty in all cases to determine what they are. The faculty use these to be able to determine student learning, and to gauge where problems and hindrances to it might exist.

ASSESSMENT METHOD

For SLOs, the evaluation method is an activity or assignment students undertake that can be used to determine whether learning has occurred. Examples include:

True false	Exit exam
Survey	Standardized Test
Essay	Multiple Choice
Research Paper	Licensure Exam
Project	Interview
Portfolio	Simulation
Exhibit	Demonstration
Performance	Focus group

There can be more than one method to determine whether the Learning Outcome has been mastered successfully by the student.

For instance if the faculty believe it takes not only a project, but also a standardized test, then the Methods would be both of these.

In this case, the faculty would derive their data from a rubric, which is a scoring guide used to evaluate the quality of students' constructed responses. Rubrics usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement, and a scoring strategy.

PLOs can use any of these, but more and more disciplines are using the combining of various SLO data they believe goes directly to the PLO in as process called "mapping" as their Method.

ASSESSMENT CRITERIA

This refers to how success will be determined, or in other words: what must a student score on the activity or assignment to be considered successful in the particular Outcome.

*NOTE - All Assessment Criteria must be expressed numerically.

Some of the methods of determining student success for a Learning Outcome include:

o Percentage score: ____%

This would be used also if your criterion is Pass/Fail or Participation

o Ratio score (ex. 3/5) ____/____

o Rubric score _____

o Checklist score _____



FACCIR'S RULE

All Assessment Criteria must be expressed numerically.

One example would be if faculty decided to use a rubric and decided that a score of 80 showed student mastery of the Outcome.

The Assessment Criteria might be written "Rubric score: 80 or better," indicating that in order for a student to be successful in the particular Outcome, they would need to get a score of 80 or better.

ACHIEVEMENT TARGET

This is the percentage of students that have successfully reached the Assessment Criteria in order for that Outcome to be considered "met."

This takes into consideration:

- How many students successfully mastered the Outcome
- How many students attempted to master the Outcome

The target then becomes the percentage based on (How many students successfully mastered the Outcome) divided by (How many students attempted to master the Outcome).

WHAT DO WE DO WITH THESE THINGS?

- The Assessment Method is the tool we use to evaluate the students and derive the numbers used in Assessment Criteria.

The Assessment Criteria are the measures by which a student is determined to be successful in a particular Outcome. We look at the criteria to decide whether the student was successful and can be added to the Achievement Target numerator and denominator, or just the denominator.

The Achievement Target is a percentage target that the faculty determines shows success of a Learning Outcome. The faculty will take the percentage determined by taking how many students successfully mastered the Outcome divided by how many students attempted to master the Outcome and match it to the Achievement Target to determine if the Learning Outcome was met or not met.

MAPPING

In mapping, the PLO data (and sometimes the ILO data) actually comes directly from SLO data.

An example of this might be: Faculty decide that the Assessment Method for PLO 1 will be - SLO 1 from class A, SLO 2 from class B, SLOs 1 and 3 from class C and SLO 2 from class D.

If the Class A

SLO 1 - 250 of 300 - 83%

Class B

SLO 2 - 90 of 130 - 69%

Class C

SLO 1 - 800 of 1250 - 64%

SLO 3 - 900 of 1250 - 72%

Class D

SLO 2 - 340 of 500 - 68%

Here we can get into certain statistical concepts about weight and other mitigating factors. Each method has its pros and cons. You can always ask the statistics faculty if you are not sure what to use, but the final call is yours.

We'll give you two examples on how to map the numbers.

Mapping using Raw Score (usually best if most of the denominators are about the same)

Here we would add the numerator scores: $250+90+800+900+340=2380$ and the denominator scores: $300+130+1250+1250+500=3430$ to get our percentage for the PLO. In this case it would be $2380/3430$ or 69%.

Mapping using Percentages (usually used if one or two have very low denominators compared to the others, which would severely skew the results)

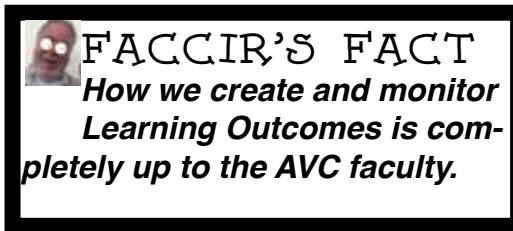
Here we add the percentages: $83+69+64+72+68=356$. We take the total and divide it by the number of percentages used - in this case five - and see we get $356/5$ or 71%.

Whatever method is used - including others not gone over here, the percentage is that which is then used against the Achievement Target to determine whether the Learning Outcome was met or not met.

WHY

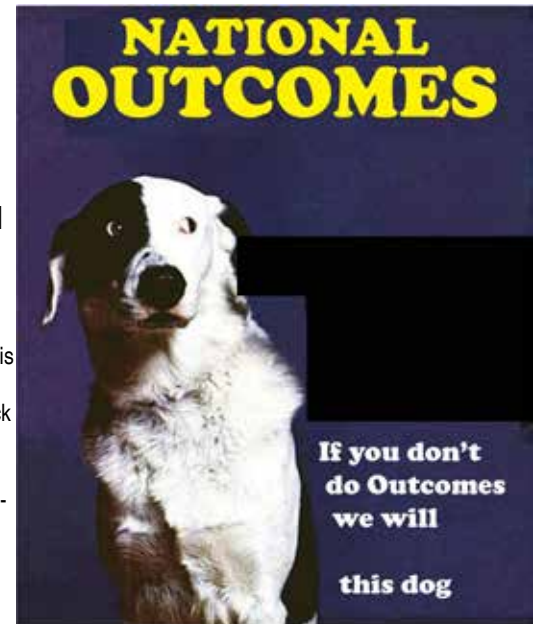
Many honestly believe, because of the way it came to pass, that this photo could be a true representation of why we have to do Learning Outcomes.

It's not exactly like this, obviously, but many would be surprised to learn that while there are some influences on us to create and monitor Learning Outcomes, how it is done is left completely to each campus' faculty.



BTW - Steve Martin made it clear "Comedy is not pretty." So while the Committee thought this satire was hilariously funny, it also struck negative chords with some in our realm of current sensitivities. So we show you this somewhat redacted version to hopefully prevent this problem. There should be enough to remember and understand what we are trying to express. If not the original can be

found here: [https://en.wikipedia.org/wiki/National_Lampoon_\(magazine\)#/media/File:Natlamp73.jpg](https://en.wikipedia.org/wiki/National_Lampoon_(magazine)#/media/File:Natlamp73.jpg)

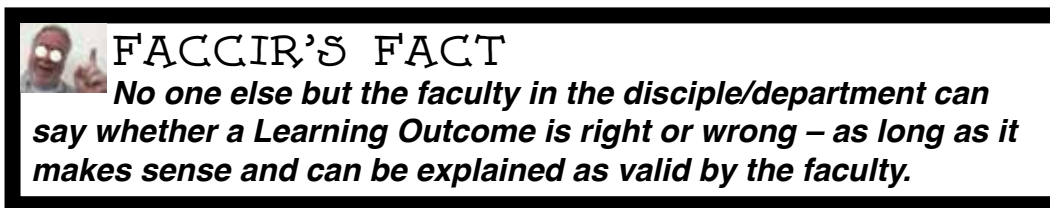


ARE LEARNING OUTCOMES REQUIRED?

Yes, every accreditation agency in the nation now requires schools to have Learning Outcomes and their assessment if they are going to be accredited to give degrees. There are no exceptions, from Community College up to all four-year Universities.

What else is required? Here the surprising answer is: there really is nothing. As long as the school has both the Learning Outcomes and assessment methods in place – and is maintaining and making changes as necessary for improvement, little else is required.

This is the reason for the Outcomes Committee. From our website – “The Outcomes Committee provide specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific



course, program, activity, or process. The Antelope Valley College Board of Trustees relies primarily on the Academic Senate for advice on educational program development, standards/policies regarding student preparation and success, degree and certificate requirements, and curriculum including prerequisites; thus the Committee for Student Learning Outcomes is an Academic Senate responsibility.

The Outcomes Committee will determine a campus-wide process for the uniform implementation and assessment of Learning Outcomes at the course, program, and department level.”

See?

Yes, reading mission statements and the like is often similar to understanding Learning Outcomes, so we'll give you the bottom line - each school's faculty has the ability to create what they believe are best to determine how THEIR students are learning. No one else but the faculty in the discipline/departments can say whether a Learning Outcome is right or wrong – as long as it makes sense and can be explained as valid by the faculty.

Which nearly always lead us to such arguments as:

IT'S JUST BUSY WORK; IT ISN'T STATISTICALLY VALID

This can be best rebuked with that statistically valid statement – That's true and false.

Basically, most of us have been exposed to and follow (sometimes too faithfully) the **Empirical Research method**.

Defined as research using empirical evidence (which is a definition that uses the words to define itself, but it's right from the dictionary...), it is a way of gaining knowledge by means of direct and indirect observation or experience.

Empirical research proves or disproves a hypothesis, gives a binary answer (yes or no) and ends.

Using this method on Learning Outcomes (which are by their nature circular) there is little, if any, ability to find valid data to which there is an end point – that is, a hypothesis that is either proved or not.

Since Empirical Research doesn't help as much in something as cyclical as improvements in an ever-changing environment of a classroom, another type of research is used -

Action Research Method

Action research consists of a family of research methodologies that pursue action and research outcomes at the same time. It therefore has some components that resemble consultancy or change agency, and some which resemble field research.

Conventional experimental research, for good reason, has developed certain principles to guide its conduct. These principles are appropriate for certain types of research;

but they can actually inhibit effective change. Action research has had to develop a different set of principles. It also has some characteristic differences from most other qualitative methods.

Action research tends to be...

cyclic - similar steps tend to recur, in a similar sequence;

participative - the clients and informants are involved as partners, or at least active participants, in the research process;

qualitative - it deals more often with language than with numbers; and

reflective - critical reflection upon the process and outcomes are important parts of each cycle.



FACCIR'S TIP

•Most scientific research proves or disproves a hypothesis and using Empirical research is usually the most reliable method.
•Most situations dealing with Learning Outcomes require circular study and using Action research is the most reliable method.

In fact, some writers insist on those characteristics.



FACCIR'S FACT
•Action research deals more often with language than with numbers.

To achieve action, action research is responsive. It has to be able to respond to the emerging needs of the situation. It must be flexible in a way that some research methods cannot be.

Action research is emergent. The process takes place gradually. Its cyclic nature helps responsiveness. It also aids rigor. The early cycles are used to help decide how to conduct the later cycles. In the later cycles, the interpretations developed in the early cycles can be tested and challenged and refined.

In most instances the use of qualitative information increases responsiveness. It is possible to work in natural language, which is easier for informants. There is no need to develop a metric (which may have to be abandoned later if it doesn't fit the emerging situation).

The use of language also makes the whole process more accessible to participants. They can develop enough understanding to become co-researchers in many situations.




FACCIR'S TIP
Action research steps are: plan --> act --> observe --> reflect (and then --> plan etc.)

One crucial step in each cycle consists of critical reflection. The researcher and others involved first recollect and then critique what has already happened. The increased understanding that

emerges from the critical reflection is then put to good use in designing the later steps.

The steps are: plan --> act --> observe --> reflect (and then --> plan etc.)

Action Research Method section by Dick, B. (2000) A beginner's guide to action research [On line]. Available at http://www.uq.net.au/action_research/arp/guide.html



FACCIR'S OBSERVATION

There seem to be two major schools of thoughts regarding Learning Outcomes.

One is that learning is measurable no matter what and there is a widgetizing that is possible and we can take objectives as specific observable or measurable results and linearly deal with them to make a determination. This would be Empirical.

The other sees learning much more esoterically (like Edward Thorndike) and potentially not measurable (like Justice Stewart Potter's concept of pornography). This would be Action.

It's the guess of this observer that a majority of instructors are in the second camp but they believe they must do their Learning Outcomes within the confines of the first school of thought.

As mentioned before, the whole process is based on the Action research model, which means in reality we are using one research methodology and try to fit the other "school of thought" to it.

This "square pegging" of Outcomes has led to some real misconceptions and frustrations.



FACCIR'S FUN LOOK AT LOOKING AT THINGS

EDWARD THORNDIKE - Thorndike identified the three main areas of intellectual development. The first being abstract intelligence. This is the ability to process and understand different concepts. The second is mechanical intelligence, which is the ability to handle physical objects. Lastly there is social intelligence. This is the ability to handle human interaction. - Woodworth, "Edward Thorndike 1874-1949"

So as to Statistical Validity, it is not as important in Action research as in Empirical research because Empirical research tends to be binary and says "yes" or "no" and leaves it at that, while Action research is ever-changing.



FACCIR'S FUN LOOK AT LOOKING AT THINGS II

STEWART POTTER – In *Jacobellis v. Ohio* (1964) Justice Potter Stewart, in his concurrence to the majority opinion, created the standard whereby all speech is protected except for "hard-core pornography". As for what, exactly, constitutes hard-core pornography, Stewart said "I shall not today attempt further to define the kinds of material I understand to be embraced within that shorthand description, and perhaps I could never succeed in intelligibly doing so. But I know it when I see it, and the motion picture involved in this case is not that."

So as to Statistical Validity, it is not as important in Action research as in Empirical research because Empirical research tends to be binary and says "yes" or "no" and leaves it at that, while Action research is ever-changing.



FACCIR'S FINAL SAY ON ACTION RESEARCH

Action research continues to cycle and what is valid today is usually not valid tomorrow.

I ALREADY ASSESS MY STUDENTS AND GIVE THEM GRADES, WHY DO I HAVE TO TELL YOU?

First, the Justice Potter approach is no longer acceptable in today's accountability world, sad to say.

And while the statement is true on the assessment that leads to grades, as noted in the "What" section, grades are not acceptable – it's the "mini-grades" we are looking for.

It's easy to say "But I already note all this stuff in my grading materials."

That's fantastic, then you should have no problems turning in Learning Outcome data.

But human nature tells us that we go through our classes and make mental notes on how students and ourselves are doing. But with the flow of the classes, we sometimes forget some of them. So often we use certain tools to help us remember these parts. These tools will be dealt with in more depth in the "How" section.

By the way, the correct and specific answer to the question is: because it's required.

Which leads us to

WHO

So, who has to worry about Learning Outcomes?

Short answer - all faculty, whether full-time or adjunct.

But short answers are rarely adequate, nor do they allow us the myriad of hours of FPD we gain by giving long, involved answers which are rarely adequate.

Not only is it part of the contract requirement, but right now, 12 hours formally dedicated to Faculty Professional Development (for full timers) is now dedicated to working on Learning Outcomes and creation of Action Plans and Program Review.

Ah ha! We hear a large group of faculty (adjuncts) screaming "EVEN US?"

FACCIR'S BEST EXPLANATION OF A TOUCHY SUBJECT

Who has to turn in Learning Outcomes data?

Best answer - all faculty.

Now reality.

Faculty are "required" to by contract, in that it is a part of your evaluation (2.7 j) This stems from 2.6 of the Faculty Contract - Criteria for Evaluating Faculty where it is cited in 2.6.3 e. Participating in and fulfilling governance/service responsibilities such as attending division meetings, curriculum revision, and committee work.

Full-time faculty are compensated for this, either through Faculty Professional Development (FLEX) or other service/governance work.

However in 2.6.4, the contract specifically states "Item...2.6.3(e) apply to adjunct faculty to the extent that they are compensated for office hours and/or other service/governance work.

Since this compensation does not currently exist, there would not seem to be any compensation extent for turning in Learning Outcome data, unless a Memorandum of Understanding (MOU) is put into place as was done for the 2014-15 school year.



FACCIR'S BIG BUT...

Not butt, notice only one "t," but...if the adjunct's data can help show the need for more instructors, then that adjunct might be in a prime position to get that job when that position comes open. You never know...

OUTCOME REPRESENTATIVES

Faculty Outcome Representatives are those members of the faculty that unselfishly and uncareingly are dragged kicking and screaming into their positions by their Division or Area.

OK, some of them really want to help, and their services, as was pointed out in “Why,” are used “to determine a campus-wide process for the uniform implementation and assessment of Learning Outcomes at the course, program, and department level.”

Outcome Reps view and approve all Learning Outcomes and Achievement Targets coming from their area, work with their faculty to help in the creation, modification and implementation of them.

Outcome Reps are a primary resource for not only Learning Outcomes and Achievement Targets, but also WEAVEonline and Action Plans.

Since the Faculty Outcome Reps are part of a Standing Committee of the Academic Senate, determination of representation by Division and Area is based on a rubric set forth in the Senate Bylaws.

DEPARTMENT CHAIRS

Department Chairs now have a place in the process after the agreement to make changes in Article XX of the Collective Bargaining Agreement.

§1.1.3. Planning

(e) Coordinate departmental assessment of outcomes (e.g. SLO, PLO, OO etc.) related to college accreditation.

Yes, just another thing for Department Chairs to worry about, but as many Outcome Reps are also Department Chairs it's just another day in our life.

Point is, Department Chairs are yet another resource for your Learning Outcome questions.

WEAVE_{ONLINE} FACILITATORS

There are those faculty who agree to gather and input SLO and PLO data into WEAVEonline. Those who are full-timers (see above touchy subject) can get FPD credit for their work – at a rate of .5 FPD hour per section

Facilitator Duties include: •Gather data findings (number successfully mastered SLO and number of those who attempted) from all instructors from all sections of the classes that are your responsibility.

•Compile the data and get an aggregate number of the number successfully mastered SLO and number of those who attempted for each class, as well as deriving a percentage from those two numbers.

•Input the findings and action plans in accordance with that which has been submitted to you.

•Please note – Unless the facilitator is specifically part of the faculty in charge of a particular class or PLO, they should not make any changes to what has been submitted. If there are questions, the facilitator should contact the faculty for clarification before inputting the information.

HOW

HOW DO WE CREATE LEARNING OUTCOMES?

Let's start by clarifying that when we say "Learning Outcomes," we are talking about either Student Learning Outcomes (SLOs) or Program Learning Outcomes (PLOs). There is no significant difference in this particular section.

First, we need to compile the tools and materials that we will use to create the Learning Outcome.

So, what do we need?

We believe you need to have the following to write your Learning Outcomes:

1. THE OBJECTIVES FOR THE CLASS OR PROGRAM
2. BLOOM'S TAXONOMY
3. YOUR OUTCOMES REP
4. YOUR THINKING CAPS

So where do we go to gather these?

OBJECTIVES

You created Objectives in order to have your Course Outline of Record (COR) approved by the AP&P Committee and the Chancellor's Office and as such they are right there in CurricUNET.

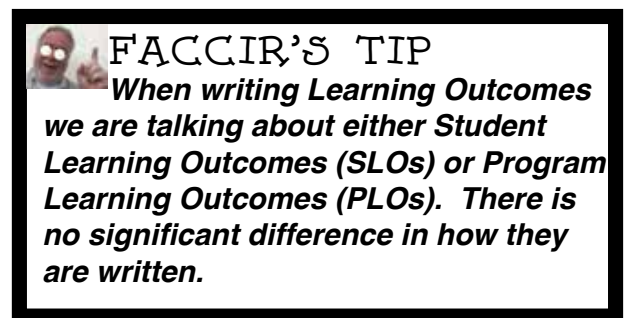
We hear the groans now, not as loud as when we will mention WEAVE, but we hear them.

So let's give you a step-by-step on getting them on CurricUNET.

Follow this path: www.avc.edu > about AVC > Campus Organizations & Committees > Academic Policies & Procedures Committee > CurricUNET Online

Or here's the direct link: <http://www.curricunet.com/AVC/>

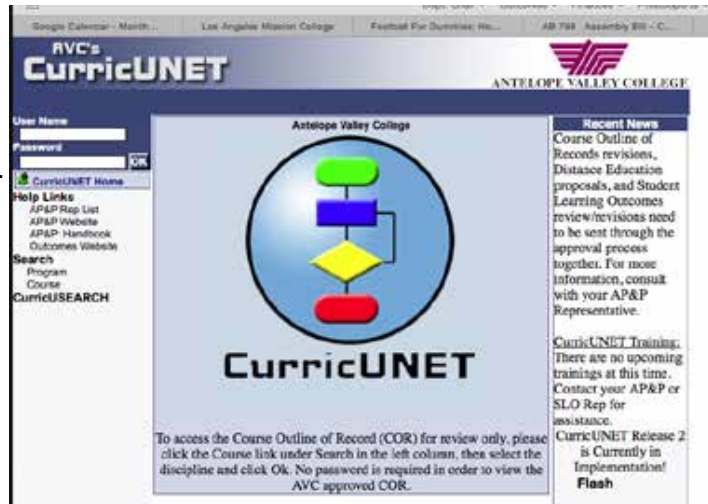
Now that you are there, let's show you step by step how to get to the Objectives.



The first thing you need to do is search for the class or program you are looking for Objectives.

Remember, you don't have to log in to do this.

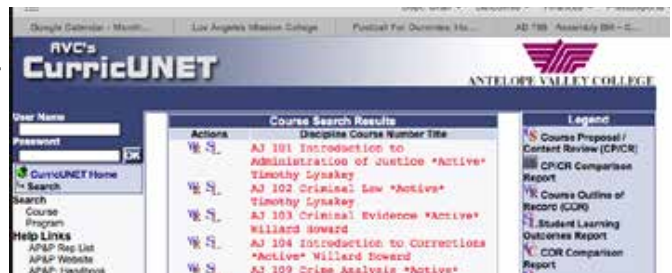
Click either the Program or Course under Search ----->



<----- You'll then get this screen

Find the discipline or program in the pull down menu and you'll end up at a screen that looks like this ---->

In this case, we are looking for AJ 101 Objectives so we will push the WR



That should give you the COR and you can cut and paste from there

----->



FACCIR'S TIP

• There are a lot of "speaks" in the Outcomes world. One of them is CurricUNET-speak.

In that world WR takes you to the Course Outline of Record (COR).

SL will take you to the Learning Outcomes.

There, you have your Objectives. Now let's get BLOOM'S TAXONOMY.

We'll make it easy and print the necessary information below. If you want to print out your own, head over to the AVC web site to the Outcomes Committee page.

Follow this path: www.avc.edu > about AVC > Campus Organizations & Committees > Academic Policies & Procedures Committee > Documents > Bloom's Taxonomy

Or here's the direct link: <https://www.avc.edu/sites/default/files/administration/organizations/slo/BloomsTaxonomy.pdf>

BLOOM'S TAXONOMY
Methods Requiring Cognitive Outcomes

				*Critical Thinking	
				Evaluation	
				Synthesis	
			Analysis		
	Comprehension	Application			
Knowledge	translate restate discuss describe recognize explain express identify locate report review tell	interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	propose design formulate arrange assemble collect construct create set up organize prepare	judge appraise evaluate rate compare value revise score select choose assess estimate measure

*In order to comply with Title 5 regulations for college-level credit courses, a majority of the measurable objectives must be designed using the highest order of cognitive outcomes: analysis, synthesis, and evaluation. However, the full range of terms from the taxonomy can be used when appropriate to the course and/or discipline, especially for those courses that require skill development, problem solving, and demonstration.

taken from Benjamin Bloom's *Taxonomy of Educational Objectives*, 1956, 1984.

Finding your OUTCOMES REP might be harder. They have become very skilled at "being at meetings" or "in class." You might try trapping them, but usually it ends up like the end of Mountain Monsters – nice trap, no monster.

No, no, we're here for you. Contact them and we're happy to help out – especially since they have to sign off on the Learning Outcomes before they advance to the committee.

Okay, we have what we need, so let's now go over how each of these is used one by one.

OBJECTIVES

As discussed in "What" Learning Outcomes are basically the distillation of Objectives. What are we distilling them to?

We have found it easiest to break it down into the four areas that are in the current AVC Institutional Learning Outcomes:

1. Communication

- Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
- Demonstrates listening and speaking skills that result in focused and coherent communications.

2. Creative, Critical, and Analytical Thinking

- Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
- Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

3. Community/Global Consciousness

- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.
- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

4. Career and Specialized Knowledge

- Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

A word about using these particular points.

There is often the concept that "Well, we're Language Arts, so the only thing we have to worry about is Communication" or "Art doesn't have Communication" or "We're one of Sciences so we are Critical Thinking only" etc.

If you take a good hard look at all curricula throughout the campus, every one deals with all of the four given in the ILO. Now once in a while

that particular class or program may not, but to start to cubby hole based on your discipline is never a good idea.



FACCIR'S TIP

•We have found after looking at thousands of Learning Outcomes, that most of the time a course or program needs no more than four Learning Outcomes – that would encompass these four areas. Certainly we see no reason to have more than seven, touching each of the sub-points.

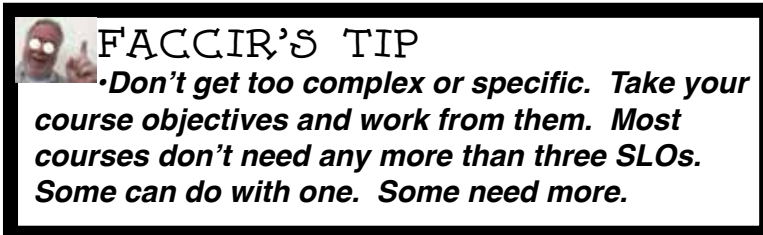
We have found after looking at thousands of Learning Outcomes, that most of the time a course or program needs no more than four Learning Outcomes – that would encompass these four areas. Certainly we see no reason to have more than seven, touching each of the sub-points.

As with all things dealing with the significant diversity of curricula on this campus, when we give such a stricture, we always get “But we can’t do that because...”

We get that; we completely understand. Normally, three or four are all that’s needed. There are some disciplines that require more.

With that said, we believe some disciplines that have a large number of Learning Outcomes could have and should have fewer, and after reading this you might want to go back and look at your Learning Outcomes.

And if you don’t believe us, we also ask you to look at MATH 124, Finite Math, where the faculty has taken 23 (yes, 23) Objectives and has derived five (5) Learning Outcomes.



FACCIR'S TIP
•Don't get too complex or specific. Take your course objectives and work from them. Most courses don't need any more than three SLOs. Some can do with one. Some need more.

Don’t get too complex or specific. Take your course objectives and work from them. Most courses don’t need any more than three SLOs. Some can do with one. Some need more.

However, you and your discipline are the only ones who can say for sure. If you have a question, ask your Outcomes Rep or anyone else on the Outcomes Committee for help.

BLOOM'S TAXONOMY

Let’s start this section with stating that Learning Outcomes always begin with the implied statement “At the conclusion of the class/program the student will be able to successfully...”

We DO NOT put those words in the Learning Outcome, just the part of the statement which comes after. And the beginning of that part should always be word derived from Bloom’s Taxonomy – especially the Critical Thinking areas of Analysis, Synthesis and Evaluation. We’ll show you how shortly.

YOUR OUTCOMES REP

As noted throughout this that was put together in collaboration with your Outcomes Rep, they are a font of knowledge in Outcomes, and can help you in doing it right the first time.

YOUR THINKING CAPS

Seriously, if you need to know where to get or use these we will begin to question how you obtained your masters degree.

Ready to put this information to use? Let's Go Anyway!

We are going to work on KIN 100 as an example, so what's the first thing we need?

Right, Objectives.

So we go to CurricUNET and find they are as follows:

1. Explain the basic concepts of Kinesiology.
2. Explain the Historical, Ethical and Philosophical foundations of Kinesiology.
3. Discuss the basic movement forms of dance, exercise and sport with an emphasis on the sub-disciplines within Kinesiology.
4. Introduction to the sub-disciplines: Motor Learning/Control, Motor Development, Biomechanics, Exercise Physiology, Social and Psychological Foundations, and Sport Nutrition.
5. Explore pathways and career opportunities in Allied Health, Sport, Fitness, Teaching and Coaching.

Now we look at which of these are specifically similar, and which are totally different, remembering what was mentioned earlier:

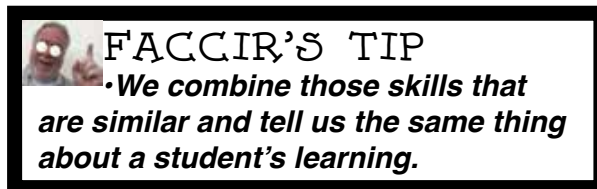
If we have Objectives of

Design a car

Design a boat

Design an airplane

We should be able to recognize that much of the design factors have much the same skill base. To make all three Outcomes and measure each individually would be, for the most part, redundant.



So in creating our Outcome we combine those skills which are similar and tell us the same thing about a student's learning of a by making the Outcome. Design three modes of transportation."

In the case of KIN 100, we see that three of them have either "basic" or "sub-disciplines" in them and one of them has both, so we should be able to combine them into one Learning Outcome. They are Objectives 1, 3 and 4.

1. Explain the basic concepts of Kinesiology.
3. Discuss the basic movement forms of dance, exercise and sport with an emphasis on the sub-disciplines within Kinesiology.
4. Introduction to the sub-disciplines: Motor Learning/Control, Motor Development, Biomechanics, Exercise Physiology, Social and Psychological Foundations, and Sport Nutrition.

So how do we parse these down?

Like writing itself, this can be more of an art form than something than can be "widgetized" ("put word A in sentence slot B"), so try to stay with us and understand the broad concept instead of the specific way it's being done. We'll also give you another example to help you along.

If we put the three into a sentence, it looks like this: “the basic concepts of Kinesiology, the basic movement forms of dance, exercise and sport with an emphasis on the sub-disciplines within Kinesiology., introduction to the sub-disciplines: Motor Learning/control, Motor Development, Biomechanics, Exercise Physiology, Social and Psychological Foundations, and Sport Nutrition.”

So if we start by taking out the redundancies “the basic concepts of Kinesiology, ~~the basic movement forms of dance, exercise and sport with an emphasis on the sub-disciplines within Kinesiology., introduction to the sub-disciplines:~~ Motor Learning/control, Motor Development, Biomechanics, Exercise Physiology, Social and Psychological Foundations, and Sport Nutrition.”

This leaves us with “the basic concepts of Kinesiology, the sub-disciplines Motor Learning/control, Motor Development, Biomechanics, Exercise Physiology, Social and Psychological Foundations, and Sport Nutrition. “

We then clean it up a little and have: “the basic concepts of Kinesiology, including its sub-disciplines motor learning/control, motor development, biomechanics, exercise physiology, Social and Psychological Foundations, and Sport Nutrition. “

In this case, the faculty took a look at the last words “Social and Psychological Foundations, and Sport Nutrition” and determined they were best served by Objective No. 5 - Explore pathways and career opportunities in Allied Health, Sport, Fitness, Teaching and Coaching and deleted them to come up with “the basic concepts of Kinesiology, including its sub-disciplines motor learning/control, motor development, biomechanics, and exercise physiology, ~~Social and Psychological Foundations, and Sport Nutrition.”~~

So now we have the following Outcome: the basic concepts of Kinesiology, including its sub-disciplines of Motor Learning/Control, Motor Development, Biomechanics, and Exercise Physiology

Is there something missing? Let’s see.


If we take the implied statement “At the conclusion of the class/program the student will be able to successfully...” and add it to the Outcome we have:

At the conclusion of the class/program the student will be able to successfully the basic concepts of Kinesiology, including its sub-disciplines of Motor Learning/Control, Motor Development, Biomechanics, and Exercise Physiology.

Now many of you are not English instructors, but you all can understand that the adverb “successfully” is looking for a verb or two to modify.

This is where Bloom’s Taxonomy comes in.

In this case the faculty determined that the verbs “Identify” and “apply” were the proper verbs and turned the sentence into “At the conclusion of the class/program the student will be able to successfully identify and apply the basic concepts of kinesiology including its sub-disciplines of motor learning/control, motor development, biomechanics, and exercise physiology.”



FACCIR'S TIP
• ***Learning Outcomes always begin with the implied statement “At the conclusion of the class/program the student will be able to successfully...” We `DO NOT write that - we begin with the verbs we decided on from Bloom’s Taxonomy.***

Taking out the implied “At the conclusion of the class/program the student will be able to successfully...” we come up with the first Outcome:

Identify and apply the basic concepts of Kinesiology including its sub-disciplines of Motor Learning/Control, Motor Development, Biomechanics, and Exercise Physiology.”

What about the other two Objectives - Explain the Historical, Ethical and Philosophical foundations of Kinesiology and Explore pathways and career opportunities in Allied Health, Sport, Fitness, Teaching and Coaching?

In this case the faculty decided to take them each separately. So they looked at them and decided:

For - Explain the Historical, Ethical and Philosophical foundations of Kinesiology.

Little was necessary, except to find the proper verbs to modify “successfully.” They chose appraise and evaluate.

For - Explore pathways and career opportunities in Allied Health, Sport, Fitness, Teaching and Coaching.

The faculty decided to best deal with determining success in this Outcome, the students needed to formulate a personal pathway toward career opportunities. They also recognized that Objective spoke to exploring these pathways, so it added “synthesizing course teachings.”

So from the following Objectives

1. Explain the basic concepts of Kinesiology.
2. Explain the Historical, Ethical and Philosophical foundations of Kinesiology.
3. Discuss the basic movement forms of dance, exercise and sport with an emphasis on the sub-disciplines within Kinesiology.
4. Introduction to the sub-disciplines: Motor Learning/control, Motor Development, Biomechanics, Exercise Physiology, Social and Psychological Foundations, and Sport Nutrition.
5. Explore pathways and career opportunities in Allied Health, Sport, Fitness, Teaching and Coaching.

We have derived the following Outcomes

1. Identify and apply the basic concepts of kinesiology including its sub-disciplines of motor learning/control, motor development, biomechanics, and exercise physiology.
2. Appraise and evaluate the historical, ethical and philosophical foundations of kinesiology.
3. Synthesizing course teachings, formulate a personal pathway toward career opportunities in allied health, sport, fitness, teaching and coaching.

Need another example?

OK this is ACCT 111.

Objectives

1. Record bookkeeping entries in general, special, and combined journals.
2. Move bookkeeping entries to a ledger.
3. Construct a worksheet, financial statements, and a payroll register.
4. Record and post adjusting, closing, and reversing entries.
5. Interpret a bank statement, and record related bookkeeping entries.
6. Create a petty cash account, record related entries, and replenish.
7. Calculate simple interest.

What goes together? The faculty decided that

1. Record bookkeeping entries in general, special, and combined journals.
4. Record and post adjusting, closing, and reversing entries.
5. Interpret a bank statement, and record related bookkeeping entries.
6. Create a petty cash account, record related entries, and replenish.
7. Calculate simple interest.

all deal with business transactions in a general journal

While

2. Move bookkeeping entries to a ledger.
3. Construct a worksheet, financial statements, and a payroll register.

are all a part of financial statements

So they have “business transactions in a general journal” and “parts of financial statements” as the basis for their Outcomes.

They now head to Bloom’s Taxonomy and find the right verbs to come up with the following:

1. Analyze and properly record business transactions in a general journal
2. Prepare financial statements: income statement, statement of owner’s equity, and balance sheet.

HOW DO WE CREATE ACHIEVEMENT TARGETS?

When we are done turning our Objectives into Outcomes, there is still something left.

We must now look to how we assess the Outcomes and how we come up with those numbers.

A quick reminder of what we are looking for

ASSESSMENT METHOD: activity or assignment students undertake that can be used to determine whether learning has occurred. Examples below.

True false	Exit exam
Survey	Standardized Test
Essay	Multiple Choice
Research Paper	Licensure Exam
Project	
Portfolio	
Exhibit	
Performance	
Demonstration	
Simulation	
Interview	
Focus group	

ASSESSMENT CRITERIA: how well a student must score on the activity or assignment to be considered successful, and how success will be determined.

Examples below.

- o Percentage score: ____%
- o Ratio score (ex. 3/5) ____/____
- o Rubric score _____
- o Checklist score _____
- o Pass/Fail
- o Participation

So an Assessment Criterion might be written “Rubric score: 80 or better”

This would indicate that in order for a student to be successful in the particular Outcome, they would need to get a score of 80 or better.

ACHIEVEMENT TARGET: the percentage of students that have successfully reached the Assessment Criteria in order for that Outcome to be considered “met.” Example: 80%.

HOW DO WE GET THE NUMBERS FOR TURNING IN TO OUR FACILITATORS?

So we have Assessment Criteria and Achievement Target? So what?

No it's not that busy work you keep complaining about. Well, it is, but please go to **IT'S JUST BUSY WORK, IT ISN'T STATISTICALLY VIABLE** in the "WHY" section so you can once again disagree and then come back and we can try to explain that it's information that we can now use to determine what is happening in the class, and try to determine what can be done to improve student learning.

Remember way back in Action Research? The plan --> act --> observe --> reflect cycle? Well this data gives us the ability to reflect on what happened so that we can then create the plan for the next go-round.

The plan would be the Action Plan, and will be discussed in another missive, since this is about Learning Outcomes.

We are looking for only two numbers.


The first, the numerator, is the number of students who were successful according to the Achievement Target – i.e. Rubric score: 80 or better or those who scored 80 or better according to the rubric. Their score is necessary, just the number who achieved 80 or better.

The numerator is determined by taking all the students and asking, "Did they achieve the Achievement target?" Give the ones who did a one; give the ones who didn't a zero. Add up the ones and you have your numerator.

The denominator is determined by adding anyone who got a score, either one or zero.

For those of you who are Excel savvy, the numerator is the sum function and the denominator is the count function.

And that is what is turned in for each outcome for each section – the numerator and the denominator you've just figured out.

	FACCIR'S TIP <i>For those of you who are Excel savvy, the numerator is the sum function and the denominator is the count function.</i>
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FACCIR'S BEST EXPLANATION OF A TOUCHY SUBJECT

How much Learning Outcomes data has to be turned in? The Outcomes Committee says data for every SLO for every section of every class should be turned in. Why the overkill? It's the perspective of the Outcomes Committee that the more SLO data is collected, the more reliable it is. This runs smack in the face of many of the math types out there who have no problem with sampling – as is used in political polling. While it's true that with the statistical advances over the year, polls have become somewhat accurate, the Outcomes Committee basically still holds to the "athletic" – and for that matter final election results - view of information . That is, in athletics they don't say "In a random sampling of games, team A won the most, so they are the champion" and you don't win an election until ALL the votes are counted.

Bottom line – complete information give you complete results.

Underlying between the bottom lines – If we allow instructors to pick and choose what and how much data to include, soon we have that slippery slope acceleration into “I thought someone else was supposed to do that data...”

FACCIR'S BEST EXPLANATION OF ANOTHER TOUCHY SUBJECT

There is often a panic with instructors that their data will show they are not teaching well enough and that's why their SLO numbers are lower.

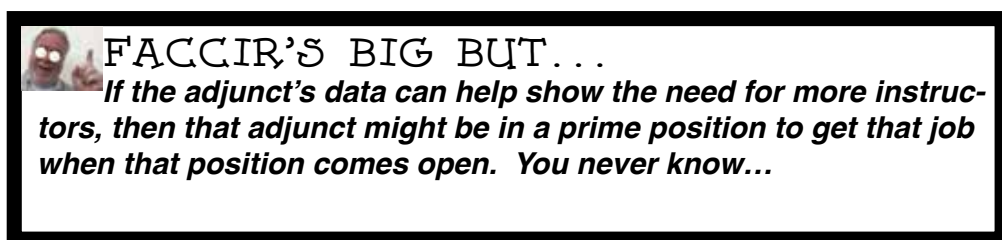
A couple of things to say to help relieve that panic -

1) Your SLO data numbers are not part of the evaluation criteria – for neither full-time nor adjunct faculty. They are not looked at, and on this point the Union is adamant – they never will be. Not turning in your numbers on the other hand...

2) The data you collect is being compiled to show any possible weaknesses, not in your teaching, but in such areas as needs for different and more teaching materials, improved materials and facilities and even the need for more instructors to improve student learning.

If instructors turn in data that shows “Everything's Great!” then it's hard to argue later you need these things – especially if you're trying to make yourself look good with great numbers but not everything's so great (through no fault of yours). The numbers say they are, and that's what will be looked in by Program Review and the Budget Committee.

And since sometimes the numbers lead to action plans that may well indicate the need for more instructors, it's time once again to show you




Now about the Achievement Target, what's that all about?

We've looked at how to figure out whether we as faculty believe a student has successfully mastered a Learning Outcome, but how do we determine if a Learning Outcome is actually successful?

That would be the Achievement Target. The targets are set by the faculty as gauges. They are often changed as the faculty realize they have set the bar too high or too low.

And again, this is what Outcomes data are supposed to do – give you an idea of what is working and not working in an ever-changing, multi-faceted situation.

So, take the numerator and divide by the denominator – remember fractions? – and get a percentage.



FACCIR'S TIP
• *This is what Outcomes data are supposed to do – give you an idea of what is working and not working in an ever-changing, multi-faceted situation.*

Now take a look at your Achievement Target. Is that percentage you just determined from the data greater or less than the Achievement Target?

If it's equal to or greater, you have met the Achievement Target and that will be indicated as such in WEAVE. If not, it will be indicated as Not Met.

An example: Achievement Target is 80 percent.


The number of students who successfully mastered the Outcome (numerator): 15

The number of students who attempted to master the Outcome (denominator): 20

15 divided by 20 (15/20) is .75 or 75 percent.

The Achievement Target for this Outcome was Not Met.

Remember, a Not Met (and often a Met) is not a reflection of you as an instructor, it can be a reflection of many things, including needs for different and more teaching materials, improved materials and facilities and even the need for more instructors to improve student learning.



FACCIR'S TIP
• *Remember, a Not Met (and often a Met) is not a reflection of you as an instructor, it can be a reflection of many things, including needs for different and more teaching materials, improved materials and facilities and even the need for more instructors to improve student learning.*

So don't fret about a "Not Met." Use that energy you would use to fret instead as a springboard to improve student learning.

HOW DO WE CREATE THE NUMBER THRESHOLDS FOR ASSESSMENT CRITERIA AND ACHIEVEMENT TARGETS

If you noticed that above Assessment Criteria there were blanks that needed filling (which we did in the example) and were wondering how we came up with the numbers you need to come up with, well welcome to the club.

There were some very serious discussions in the Outcomes Committee about these threshold numbers. Some members felt you should just get a dart board out and *voila*, "That's our number!"

It was even more intense when the Committee was working on new programs and classes, because what we are creating a threshold for is completely new, there is NO WAY of knowing what the number should be.

In the end (after the purge*) the Committee decided that everyone has to determine numbers for all classes and programs before the Learning Outcomes can be approved.

So, how do we go about trying to figure out what thresholds we are going to use to determine student success of a Learning Outcome and the overall success of the Learning Outcome?

That's completely up to the faculty.

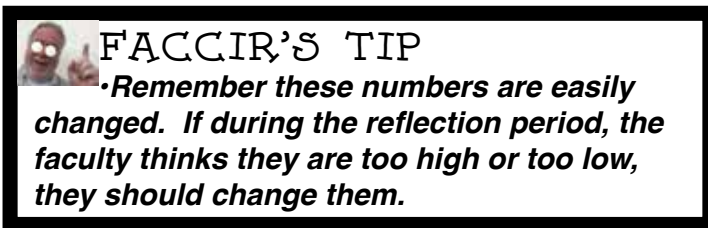
Many use 75 or 70 because a "C" grade is often at this level.

Some make it much higher - especially when there are safety or outside requirements attached to the Learning Outcome.

We've also seen it very low.

In each case, if there is a question, we have the Outcomes Rep, Department Chair or member of the faculty come in and explain the reasoning. It's not the Inquisition, we are just making sure the faculty has a reason - aside from "We just threw darts at a board..."

Remember that these numbers are easily changed if the faculty finds it necessary. If during the reflection period, the faculty thinks they are too high or too low, they should change them.

A graphic with a black border containing a small image of a person with a red face and a hand gesture, followed by the text "FACCIR'S TIP" and a bolded tip.

FACCIR'S TIP
Remember these numbers are easily changed. If during the reflection period, the faculty thinks they are too high or too low, they should change them.

*Actually not true - one of the most vocal about this is now the Faculty co-Chair, and he is fine with it because it was the (vast) majority decision of the Committee.

HOW DO WE PUT OUTCOMES AND ACHIEVEMENT TARGETS IN CURRICUNET?

For this you need to log into CurricUNET, be in the Build mode and have the ability to edit the Student Learning Outcomes link on the bottom right.

If you can't, you probably shouldn't be doing this. If you are supposed to and don't know how to, please contact you AP&P rep for help getting to this point, which is gotten to by pressing the "Add" button.

Final reminder - this must be done for EACH Learning Outcome separately:

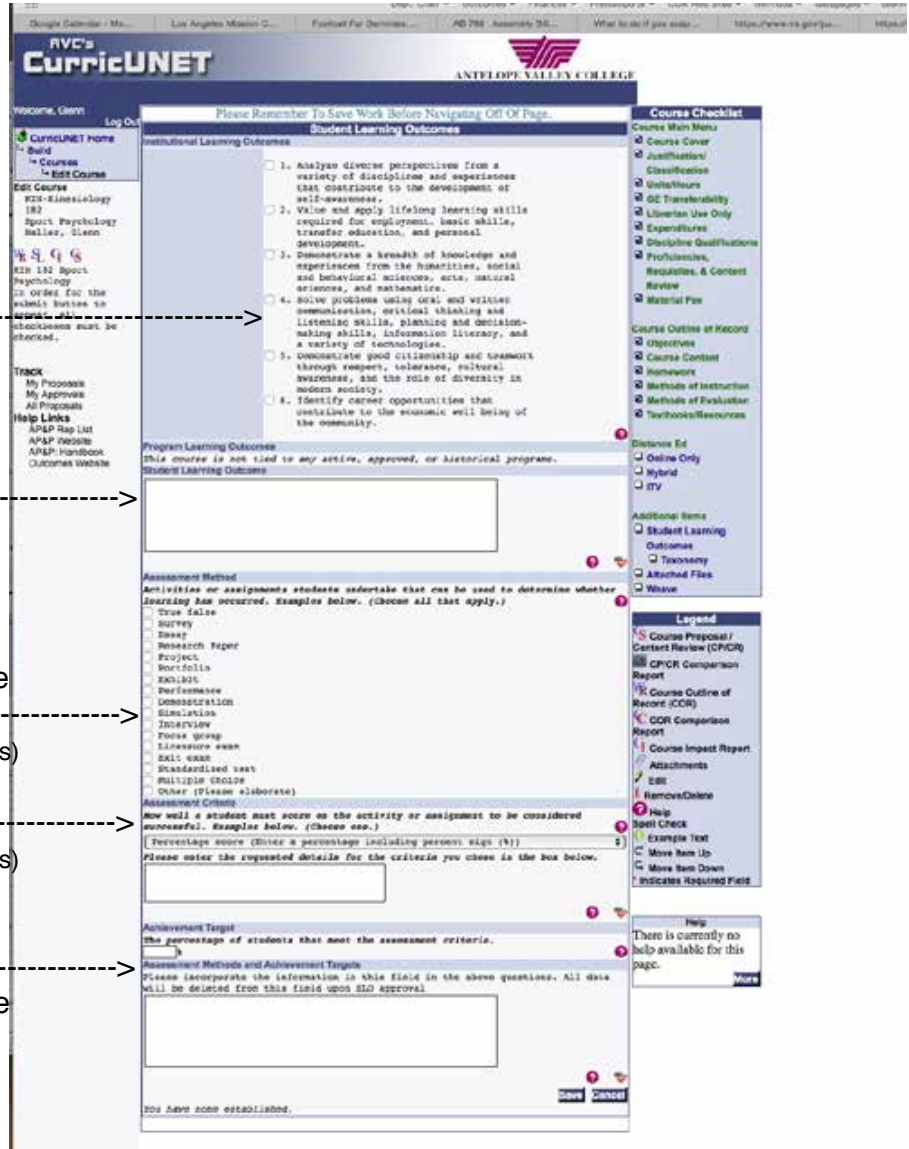
This is where you click which of the Institutional Learning Outcomes you believe are mapped to the Learning Outcome

Cut and paste the Learning Outcome you wrote here

You click on the Assessment Methods you plan to use to evaluate your students' success on the Learning Outcome here
(see note 1 on next page for more on this)

Assessment Criteria go here
(see note 2 on next page for more on this)

Achievement Target goes here
Remember it's just the percentage number



NOTE 1

This section is often confusing.

What if the standardized test consists of true/false and multiple choice?

What is this “Other” and where do you enter the details?

Truth is, the Outcomes Committee tried to fix a problem, and did a pretty good job (if we do say so ourselves) but questions like these keep cropping up.

Fixing these and other questions is what we are attempting to clean up as you read this.

But for clarity for now, the Committee recommends the following:

When in doubt, click only one Assessment Method. So for the first question, you would choose “Standardized Test” and leave “true false” and “multiple choice” unchecked, if both of the latter are part of the standardized test.

The reason for this is we are seeing a lot of different methods being checked for the same Learning Outcome and it leads us to wonder just how evaluation is taking place.



Also, there is a phenomenon we see too often; that of “the more we click, the better.” For ILO mapping, it’s “lovingly” referred to as “click six,” since too often it’s apparent that no real thought went into it, except the thought, “Eh, we can’t go wrong if we click all of them.”

Actually, the more you pick, the more confusing it becomes and the greater the chances of it being turned down by the Outcomes Committee.

If you really have to click the “Other” button or multiple methods, explain in the box that is titled “Assessment Methods and...”

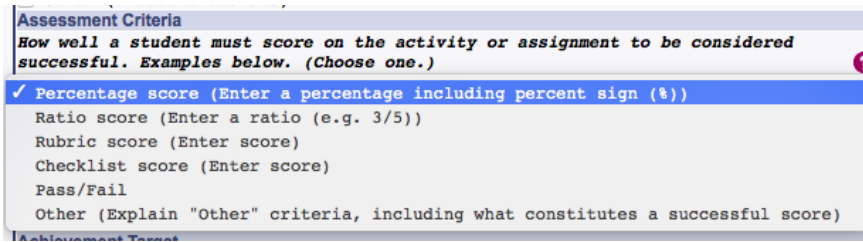


An example of how this might read: “Project and Essay shall be considered equally to determine the Achievement Target score.”

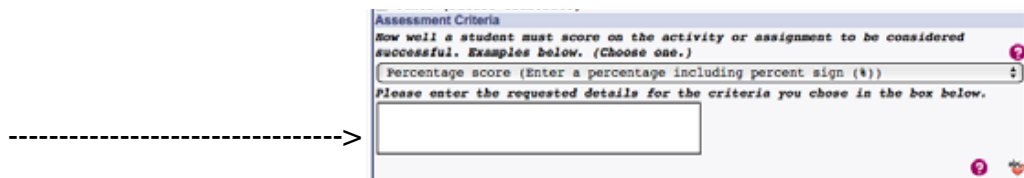
If this sounds like a rubric, you’re right. Again, the Outcomes Committee is working to make this part make more sense (probably adding “rubric” to the choices), and this section will change as we smooth it out.

NOTE 2

Notice under Assessment Criteria that there is a pull down menu. Well you might not, but where it says "Percentage score (Enter a percentage including percent sign (%))" is actually a pull menu and when click on opens up to



So you have the various ways you are gathering the data, as well as the number you will be using to create your numerator for your Achievement Target determination, as well as how to record the number, etc. that you need to place in the next box titled, "Please enter the requested fields..."



HOW DO WE CHANGE OUTCOMES AND ACHIEVEMENT TARGETS IN CURRICUNET?

The Outcomes Committee has just instituted a method through CurricUNET that bypasses the need for the full COR revision process so you can change your Learning Outcomes and Achievement Criteria and Targets as you need to.

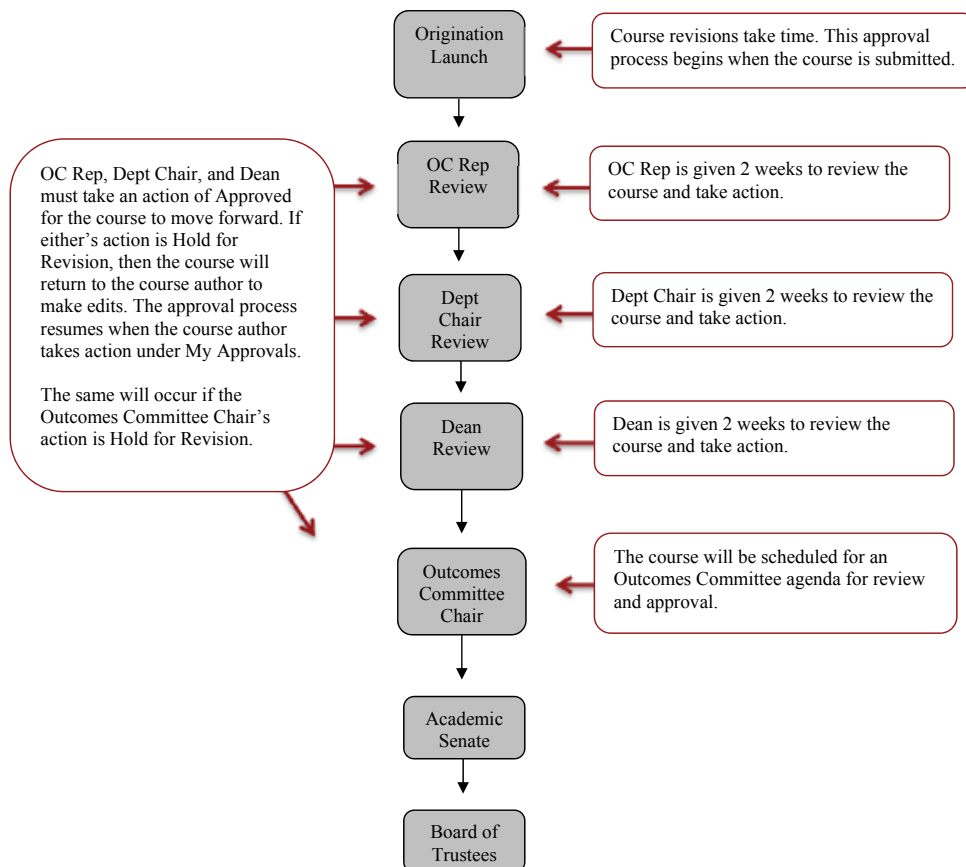
Remember when we said the faculty decides? Well, we wanted the faculty to decide and then not have to wait for the next COR review to come up before it could begin utilizing the new Learning Outcomes and Achievement Criteria and Targets.

Instead of the full two or three month process, it is now simplified and should only take a few weeks.

The process goes something like this:

If a discipline determines the need to change measures and achievement targets of SLOs and PLOs outside of the normal Course Outline of Record (COR) review cycle, the following procedures must be followed:

- 1) There shall be no changes allowed between the 2nd Friday after the end of the spring semester and Sept 30.
- 2) The discipline must submit the changes to their Outcomes Representative by initiating a revision in CurricUNET.
- 3) If approved, the Outcomes Representative will take an action of Approval in CurricUNET and the revision will then move to the Department Chair, then Dean, and finally the Outcomes Committee faculty co-chair for consideration by the Outcomes Committee.
- 4) The Outcomes Committee shall then determine whether to adopt the changes.
- 5) If the Outcomes Committee approves the changes, the faculty co-chair will direct the changes be updates on Weave.



HOW DO WE DETERMINE TO WHICH ILOS AND PLOS THE SLOS ARE MAPPED?

This section under construction



Don't you hate hitting those pages on the web? But really, the Outcomes Committee is currently trying to tackle the problem of using SLO data to be mapped up to PLOs and all the data to be mapped into ILOs.

When it's figured out – this section will be filled in.

WHEN

WHEN DO WE HAVE TO HAVE OUR LEARNING OUTCOMES WRITTEN?

Tricky question that.

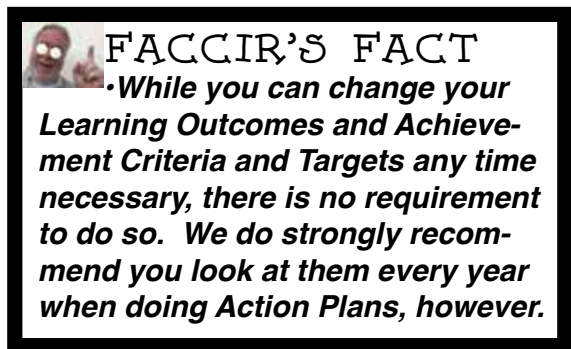
First, they must be written (and approved by the Outcomes Committee) before a new course can be presented to, and approved by, AP&P as a new course.

Let's say that you have your Outcomes in place and approved. You will then need to update them at least every four years, when your COR comes up for review by AP&P.

But you DON'T have to wait until the COR review comes around. You can (and should) change your Learning Outcomes when you as the discipline faculty decide you need to.

So the answer is that Learning Outcomes need only to be written or revised in the following instances: when creating a new class or program, when the COR comes up for review by AP&P and when the faculty believes it needs to be done.

But when most of us ask this question, they are actually asking:



WHEN DO WE HAVE TO HAVE OUR ASSESSMENT DATA TO THE FACILITATOR?

Ah, that would be two weeks after the final day of classes in the Spring semester.

The data - which is the numerator and denominator for every section of every class for the Summer, Fall, Intersession and Spring prior to that date (known as an assessment cycle) - must be in by that date.

WHEN DO WE HAVE TO HAVE OUR ACTION PLANS DONE?

We now give our faculty the summer (when many scatter to places we try not to ask about) and the first month or so of the Fall to digest the data and determine their course of action.

So Action Plans are due on Sept. 30 of every year.

WHERE

WHERE DO WE GO TO GET ON CURRICUNET?

One would go to CurricUNET when they need to:

- Submit Learning Outcomes and Assessment Criteria and Targets for new classes/programs or for four year review
- Find Objectives and Learning Outcomes
- Change Learning Outcomes and Assessment Criteria and Targets

Follow this path: www.avc.edu > about AVC > Campus Organizations & Committees > Academic Policies & Procedures Committee > CurricUNET Online

Or here's the direct link: <http://www.curricunet.com/AVC/>

WHERE DO WE GO TO GET ON WEAVE_{ONLINE}?

One would go to WEAVEonline when they need to:

- See Learning Outcomes' Assessment Findings and Action Plans
- If a facilitator, input or change Learning Outcomes' Assessment Findings and Action Plans

Follow this path: www.avc.edu > about AVC > Campus Organizations & Committees > Outcomes Committee > WEAVEonline

Or here's the direct link: <https://app.weaveonline.com//login.aspx?ReturnUrl=/avc/login.aspx>

If you are not a facilitator and wish to view the various Learning Outcomes, you may do so by logging in with the WEAVEonline ID of AVCuser and the password marauder.

WHERE DO WE FIND OTHER INFORMATION ABOUT LEARNING OUTCOMES?

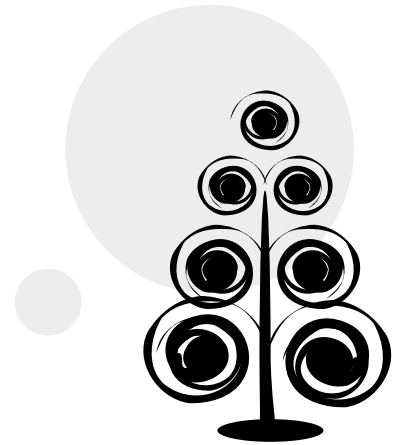
There's a lot of other information about Learning Outcomes on the Outcomes Committee web page.

Follow this path: www.avc.edu > about AVC > Campus Organizations & Committees > Outcomes Committee > WEAVEonline

Also, you can contact your Outcomes Committee Representative.

SLO TERMINOLOGY GLOSSARY

A RESOURCE FOR LOCAL SENATES



THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

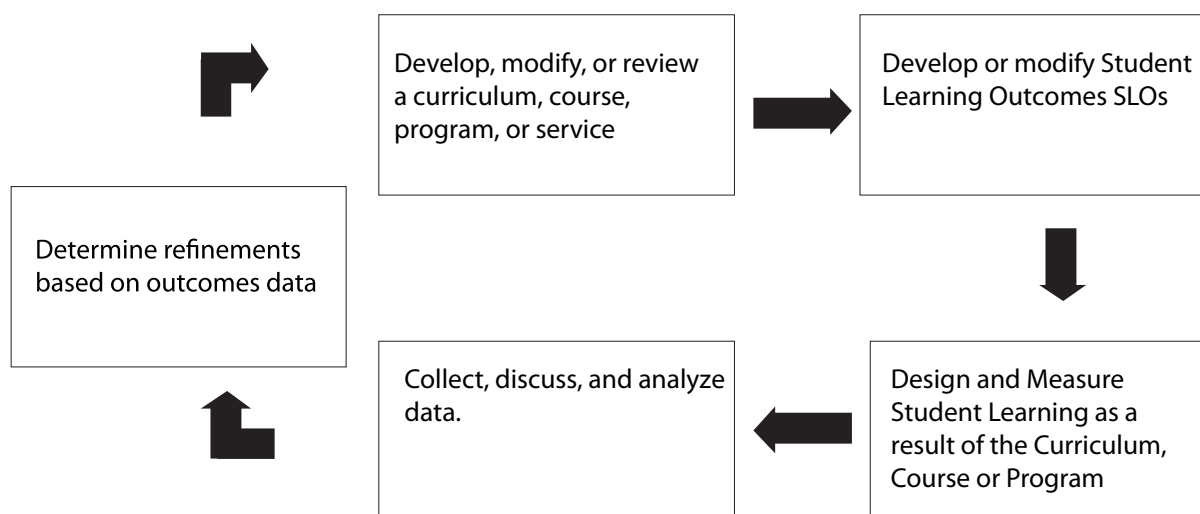
Affective Outcomes. Affective outcomes relate to the development of values, attitudes and behaviors.

Alignment. Alignment is the process of analyzing how explicit criteria line up or build upon one another within a particular learning pathway. When dealing with outcomes and assessment, it is important to determine that course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision. In student services, alignment of services includes things like aligning financial aid deadlines and instructional calendars.

Artifact. An assessment artifact is a student-produced product or performance used as evidence for assessment. An artifact in student services might be a realistic and achievable student educational plan (SEP).

Assessment Cycle. The assessment cycle refers to the process called closing the loop and is figuratively represented below.

Closing the Assessment Loop



Assessment of Learning. Learning assessment refers to a process where methods are used to generate and collect data for evaluation of courses and programs to improve educational quality and student learning. This term refers to any method used to gather evidence and evaluate quality and may include both quantitative and qualitative data in instruction or student services.

Assessment for Accountability. The primary drivers of assessment for accountability are external, such as legislators or the public, and usually entail indirect or secondary data. Application of accountability data for educational improvement requires careful analysis of the alignment of the data and the ramifications of the actions.

Assessment for Placement. Assessment for placement is the process of gathering information about individual students, such as a standardized test or process to determine a student's skill level, in order to place the student in a course sequence, such as math, English, ESL, or reading to facilitate student success. This process involves the validation of the content of the standardized test by the appropriate faculty content experts and analysis of the cut scores to determine the effectiveness of the placement and the development of multiple measures. Title 5 §55502 defines assessment for placement and the requirements for this kind of assessment.¹

Authentic Assessment. Traditional assessment sometimes relies on indirect or proxy items such as multiple choice questions focusing on content or facts. In contrast, authentic assessment simulates a real world experience

by evaluating the student's ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting. ²

Bloom's Taxonomy. Bloom's Taxonomy is an example of one of several classification methodologies used to describe increasing complexity or intellectual sophistication:

1. **Knowledge:** Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.
2. **Comprehension:** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.

6. Evaluation: Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.³ (Bloom, 1956)

Classroom assessment techniques. Classroom assessment techniques (CATs) are “simple tools for collecting data on student learning in order to improve it” (Angelo & Cross, 1993, p. 26).⁴ CATs are short, flexible, classroom techniques that provide rapid, informative feedback to improve classroom dynamics by monitoring learning, from the student’s perspective, throughout the semester. Data from CATs are evaluated and used to facilitate continuous modifications and improvement in the classroom.

Classroom-based assessment. Classroom-based assessment is the formative and summative evaluation of student learning within a classroom, in contrast to institutional assessment that looks across courses and classrooms at student populations.

Closing the Loop. Closing the loop refers to the use of assessment results to improve student learning through collegial dialog informed by the results of student service or instructional learning outcome assessment. It is part of the continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc.

Competencies. See Student Learning Outcomes.

Continuous Improvement. Continuous improvement reflects an on-going, cyclical process to identify evidence and implement incremental changes to improve student learning.

Core Competencies. Core competencies are the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning which are acquired during a student's course of study at an institution. Statements regarding core competencies speak to the intended results of student learning experiences across courses, programs, and degrees. Core competencies describe critical, measurable life abilities and provide unifying, overarching purpose for a broad spectrum of individual learning experiences. Descriptions of core competencies should include dialog about instructional and student service competencies. See also ***Institutional Learning Outcomes.***

Course Assessment. This assessment evaluates the curriculum as designed, taught, and learned. It involves the collection of data aimed at measuring successful learning in the individual course and improving instruction with the ultimate goal towards improving learning and pedagogical practice.

Criterion-based assessments. Criterion-based assessment evaluates or scores student learning or performance based on explicit criteria developed by student services or instruction which measures proficiency at a specific point in time.

Culture of evidence. The phrase "culture of evidence" refers to an institutional culture that supports and integrates research, data analysis,

evaluation, and planned change as a result of assessment to inform decision-making (Pacheco, 1999)⁵. A culture of evidence is characterized by the generation, analysis and valuing of quantitative and qualitative data in decision making.

Direct data. Direct data provide evidence of student knowledge, skills, or attitudes for the specific domain in question and actually measuring student learning, not perceptions of learning or secondary evidence of learning, such as a degree or certificate. For instance, a math test directly measures a student's proficiency in math. In contrast, an employer's report about student abilities in math or a report on the number of math degrees awarded would be indirect data.

Embedded assessment. Embedded assessment occurs within the regular class or curricular activity. Class assignments linked to student learning outcomes through primary trait analysis serve as grading and assessment instruments (i.e., common test questions, CATs, projects or writing assignments). Specific questions can be embedded on exams in classes across courses, departments, programs, or the institution. Embedded assessment can provide formative information for pedagogical improvement and student learning needs.

Evidence. Evidence is artifacts or objects produced that demonstrate and support conclusions, including data, portfolios showing growth, as opposed to intuition, belief, or anecdotes. "Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making

it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable.”⁶

Evidence of program and institutional performance. Program or institutional evidence includes quantitative or qualitative, direct or indirect data that provide information concerning the extent to which an institution meets the goals it has established and publicized to its stakeholders.

Formative assessment. Formative assessment is a diagnostic tool implemented during the instructional process that generates useful feedback for student development and improvement. The purpose is to provide an opportunity to perform and receive guidance (such as in class assignments, quizzes, discussion, lab activities, etc.) that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or a final exam.

General Education Student Learning Outcomes. GE SLOs are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen. Some colleges refer to these as core competencies, while others consider general education a program.

Grades. Grades are the faculty evaluation of a student's performance in a *class* as a whole. Grades represent an overall assessment of student class work, which sometimes involves factors unrelated to specific outcomes or student knowledge, values or abilities. For this reason equating grades to SLO assessment must be done carefully. Successful course completion is indicated by a C or better in California Community College data, such as that reported in the Accountability Report for Community Colleges (ARCC).

Homegrown or Local assessment. This type of assessment is developed and validated by a local college for a specific purpose, course, or function and is usually criterion-referenced to promote validity. This is in contrast to standardized state or nationally developed assessment. In student services homegrown student satisfaction surveys can be used to gain local evidence, in contrast to commercially developed surveys which provide national comparability.

Indirect data. Indirect data are sometimes called secondary data because they indirectly measure student performance. For instance, certificate or degree completion data provide indirect evidence of student learning but do not directly indicate what a student actually learned.

Information competency. Information competency reflects the ability to access, analyze, and determine the validity of information on a given topic, including the use of information technologies to access information.

Institutional Learning Outcomes (ILO). Institutional Learning Outcomes are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student's total experience. Because GE Outcomes represent a common core of outcomes for the majority of students transferring or receiving degrees, some but not all, institutions equate these with ILO's. ILOs may differ from GE SLOs in that institutional outcomes may include outcomes relating to institutional effectiveness (degrees, transfers, productivity) in addition to learning outcomes. Descriptions of ILOs should include dialog about instructional and student service outcomes.

Likert scale. The Likert scale assigns a numerical value to responses in order to quantify subjective data. The responses are usually along a continuum such as responses of strongly disagree, disagree, agree, or strongly agree and are assigned values such as 1 to 4.

Metacognition. Metacognition is the act of thinking about one's own thinking and regulating one's own learning. It involves critical analysis of how decisions are made and vital material is consciously learned and acted upon.

Norm-referenced assessment. In norm-referenced assessment, an individual's performance is compared to another individual. Individuals are commonly ranked to determine a median or average. This technique addresses overall mastery to an expected level of competency, but provides little detail about specific skills.

Objectives. Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching student learning outcomes which address synthesizing, evaluating and analyzing many of the objectives.

Pedagogy. Pedagogy is the art and science of how something is taught and how students learn it. Pedagogy includes how the teaching occurs, the approach to teaching and learning, how content is delivered, and what the students learn as a result of the process. In some cases pedagogy is applied to children and andragogy to adults; but pedagogy is commonly used in reference to any aspect of teaching and learning in any classroom.

Primary Trait Analysis (PTA). Primary trait analysis is the process of identifying major characteristics that are expected in student work. After the primary traits are identified, specific criteria with performance standards are defined for each trait. This process is often used in the development of rubrics. PTA is a way to evaluate and provide reliable feedback on important components of student work thereby providing more information than a single, holistic grade.

Program. In Title 5 §55000(g), a “Program” is defined as a cohesive set of courses that result in a certificate or degree. However, in Program Review, colleges often define programs to include specific disciplines. A program may refer to student service programs and administrative units, as well.⁷

Qualitative data. Qualitative data are descriptive information, such as narratives or portfolios. These data are often collected using open-ended questions, feedback surveys, or summary reports, and may be difficult to compare, reproduce, and generalize. Qualitative data provide depth and can be time and labor intensive. Nonetheless, qualitative data often pinpoint areas for interventions and potential solutions which are not evident in quantitative data.

Quantitative data. Quantitative data are numerical or statistical values. These data use actual numbers (scores, rates, etc) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g., 4 = strongly agree to 1 = strongly disagree). These data are easy to store and manage providing a breadth of information. Quantitative data can be generalized and reproduced, but must be carefully constructed to be valid.

Reliability. Reliability refers to the reproducibility of results over time or a measure of the consistency when an assessment tool is used multiple times. In other words, if the same person took the test five times, the **scores** should be **similar**. This refers not only to reproducible results from the same participant, but also to repeated scoring by the same or multiple evaluators. While the student learning outcomes process should be reliable, it does not suggest statistical reliability analysis for every item and aspect of classroom and program assessment, but rather indicates that assessments should be a consistent tool for testing the student's knowledge, skills or ability.

Rigor. California community college faculty use the term *rigor* relating to courses in the context of Title 5 §55002, such as referring to course standards of grading policies, units, intensity, prerequisites level, etc. ⁸ Researchers often refer to *rigor* as statistical rigor or compliance with good statistical practices.

Rubric. A rubric is a set of criteria used to determine scoring for an assignment, performance, or product. Rubrics may be holistic, not based upon strict numerical values which provide general guidance. Other rubrics are analytical, assigning specific scoring point values for each criterion often as a matrix of primary traits on one axis and rating scales of performance on the other axis. A rubric can improve the consistency and accuracy of assessments conducted across multiple settings.

Sampling. Sampling is a research method that selects representative units such as groups of students from a specific population of students being studied, so that by examining the sample, the results can be generalized to the population from which they were selected when everyone in the population has an equal chance of being selected (i.e. random). Sampling is especially important when dealing with student service data.

Standardized assessment. Standardized assessments are those created, tested, validated, and usually sold by an educational testing company (e.g., GRE's, SAT, ACT, ACCUPLACER) for broad public usage and data comparison, usually scored normatively. There are numerous standardized

assessment instruments available for student service programs which provide national comparisons.

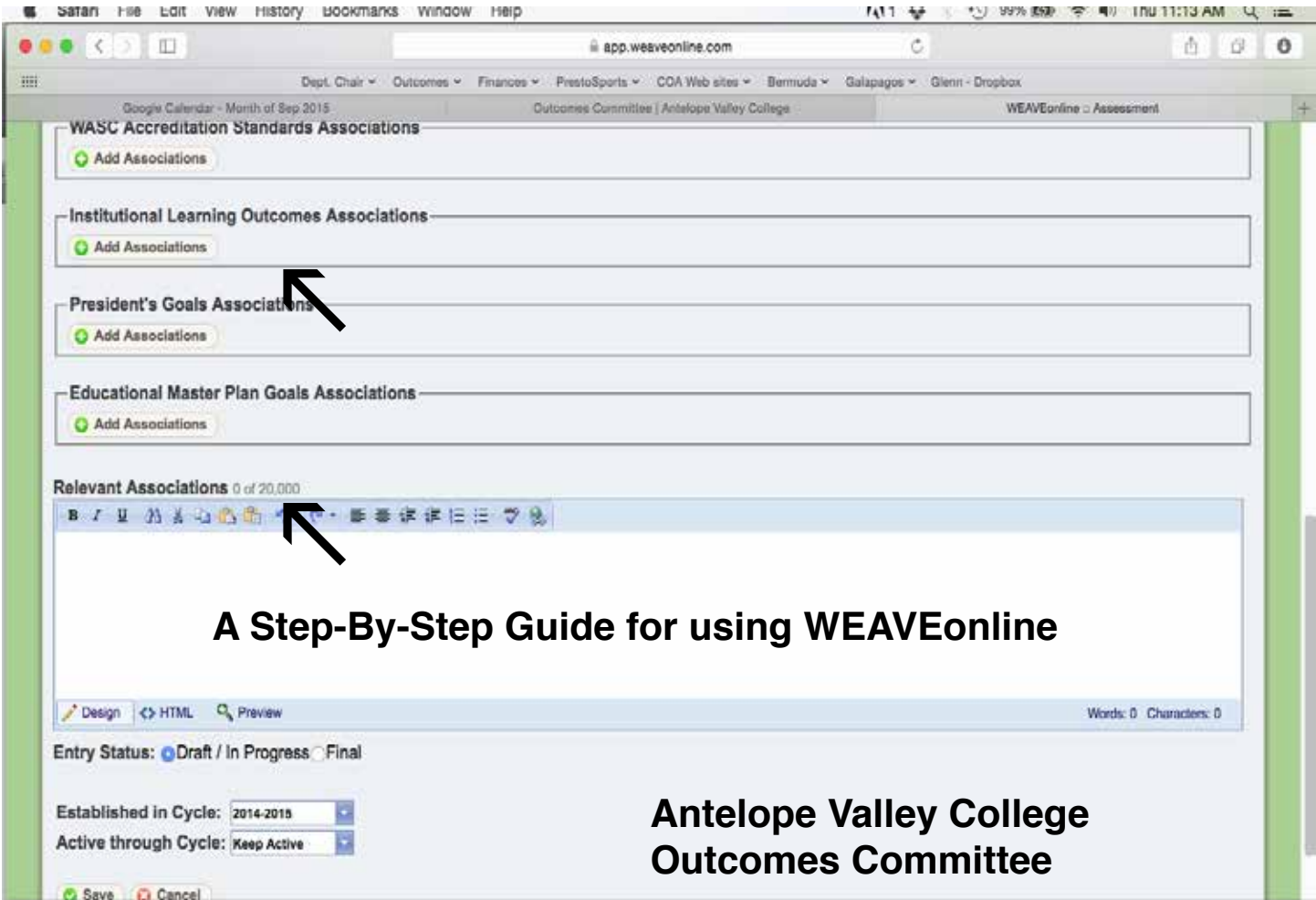
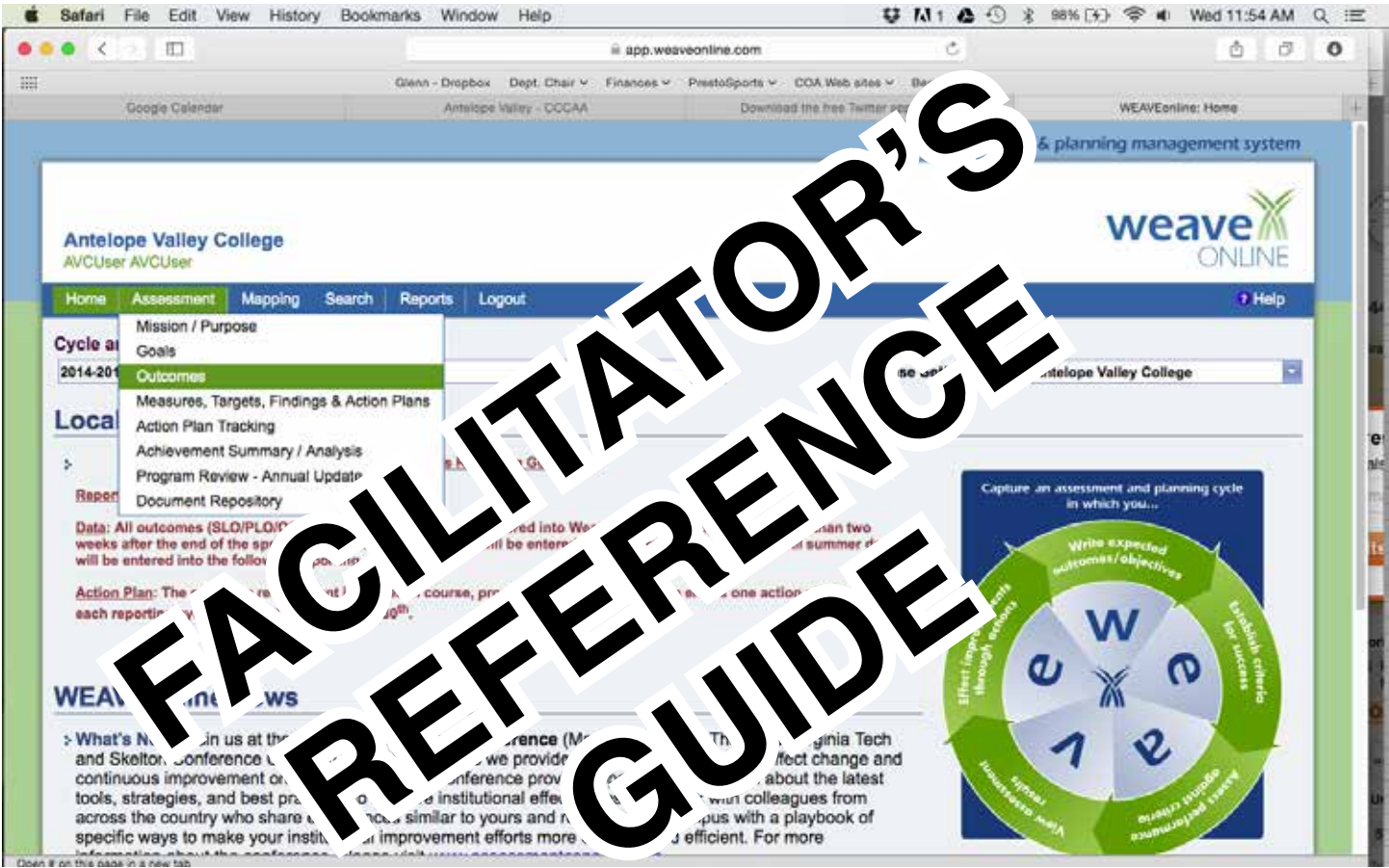
Student Learning Outcomes (SLO). Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition on previous page) through analysis, evaluation and synthesis into more sophisticated skills and abilities.

Summative assessment. A summative assessment is a final determination of knowledge, skills, and abilities. This could be exemplified by exit or licensing exams, senior recitals, capstone projects or any final evaluation which is not created to provide feedback for improvement, but is used for final judgments.

Validity. An indication that an assessment method accurately measures what it is designed to measure with limited effect from extraneous data or variables. To some extent this must also relate to the integrity of inferences made from the data.

Content Validity. Validity indicates that the assessment is consistent with the outcome and measures the content we have set out to measure. For instance, you go to take your driver's license exam, the test does not have questions about how to make sushi.

Variable. A variable is a discrete factor that affects an outcome.



The Outcomes Committee thanks you for helping your faculty and students by taking on Facilitator duties.

In this training we will be going over:

- Facilitator duties 3**
- Adding and editing an outcome 5**
- Adding and editing a measure 6**
- Adding and editing an achievement target..... 7**
- Adding and editing findings..... 8**
- Adding and editing an action plan 10**

Facilitator Duties

•Gather data findings (number successfully mastered SLO and number of those who attempted) from all instructors from all sections of the classes that are your responsibility.

•Compile the data and get an aggregate number of the number successfully mastered SLO and number of those who attempted for each class, as well as deriving a percentage from those two numbers.

•Input the findings and action plans in accordance with that which has been submitted to you.

•Please note – Unless the facilitator is specifically part of the faculty in charge of a particular class or PLO, they should not make any changes to what has been submitted. If there are questions, the facilitator should contact the faculty for clarification before inputting the information.

Some things to remember before and while inputting on WEAVE

You must have your own WEAVEonline username and password. While the username is usually your MyAVC username, your password is not. If you do not have a WEAVEonline account, contact your Outcome Rep or Department Chair.

Be sure you save your work, and if there is a “Finish” button, make sure you press that before moving on to another screen. If the “Finish” button is not pressed before saving, it will cause whatever you are working on to show as not having been completed in the various reports.

Working in WEAVEonline

The address can be found in a lot of places including the Outcomes page (<https://www.avc.edu/administration/organizations/outcomes>) at the bottom

The actual site URL is: <https://app.weaveonline.com//login.aspx?ReturnUrl=/avc/login.aspx>

Once you're at the AVC page (it's basically all green, the non-AVC page is much different) enter your WEAVEonline ID.

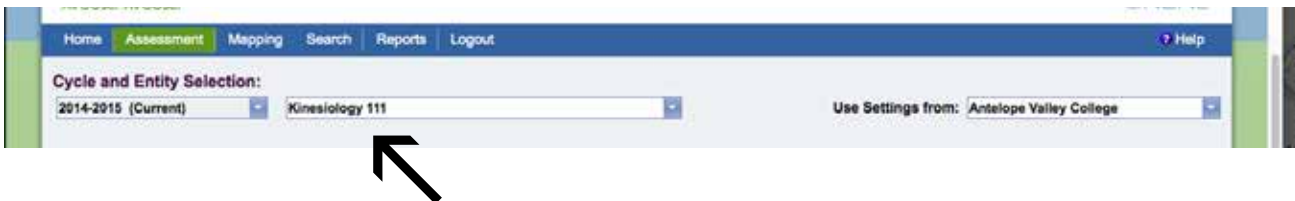
Once in, first make sure you're in the correct cycle and then go to the Assessment tab and go down to Objectives



Once there, find the class in the pull down menu. For this example I've chosen KIN 111.

A couple of notes:

1. You will only be able to see courses and programs you are the facilitator for. If you need access to a particular class or program, contact Jamie Jones at jjones141@avc.edu
2. Programs (Degrees and Certificates) are prefaced with a P: Often you will find these at the bottom of the pull down list.



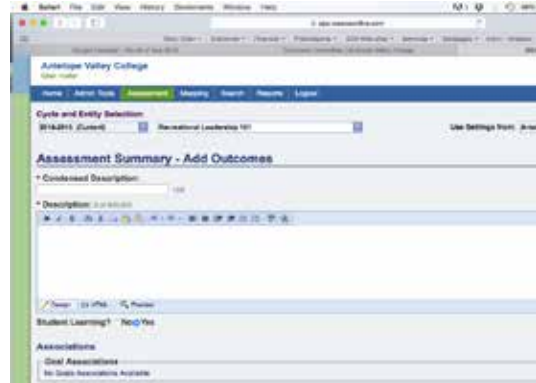
Now we are ready to do specific tasks.

Adding/editing an outcome

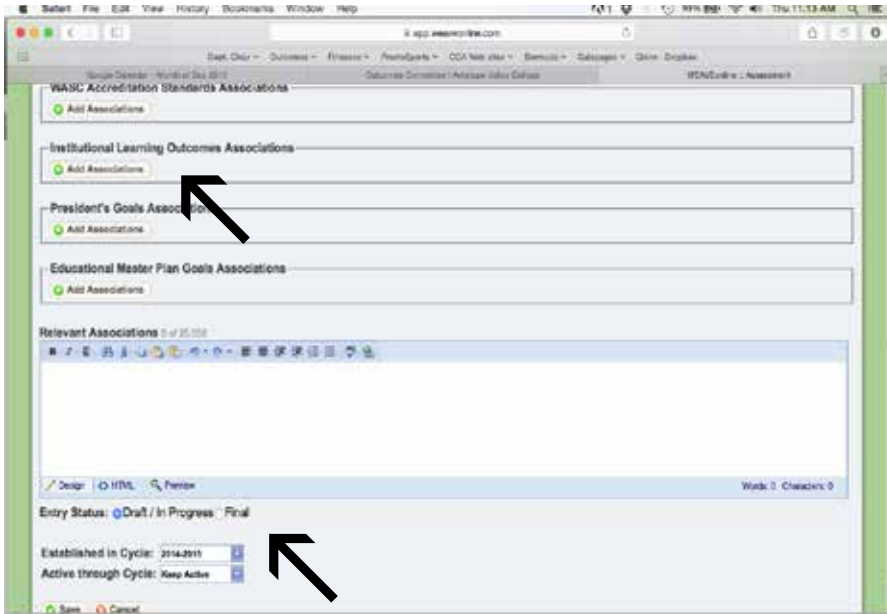
To add an outcome, head down to the middle of the page marked Outcomes and find the button marked “Add.”



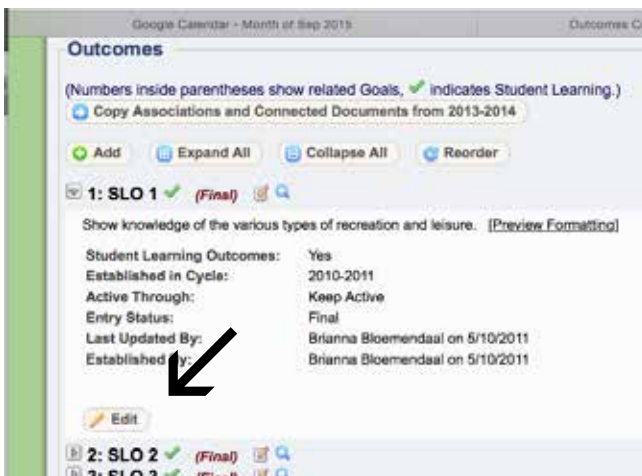
You will get this screen ----->
Fill in the
Condensed
Description” (usually
something like
“SLO 1” and then the
“Description” which
is the SLO/PLO



Before finishing be sure to add any associations for Institutional Learning Outcomes and Make it “Final” before moving on.



To edit, just go to the “Edit” button under SLO/PLO you want to edit and click on the it. On the next screen change the text as required and make sure you save your work.



Adding/editing measures and achievement targets

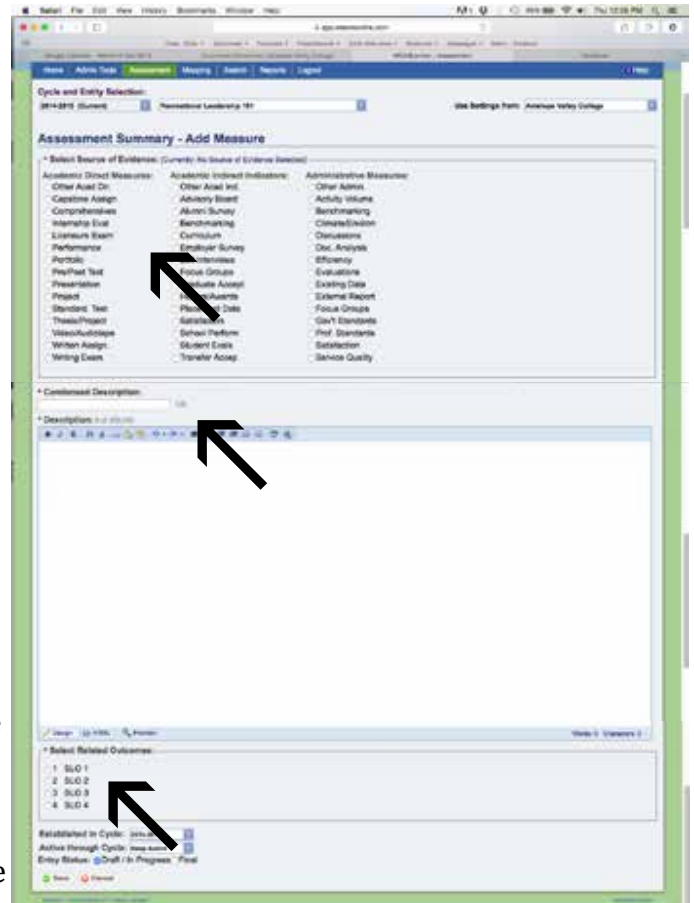
To add an outcome, head down to the middle of the page marked Measures and find the button marked “Add Measure.”



You will get this screen ----->

Click the appropriate Academic Direct Measures button.

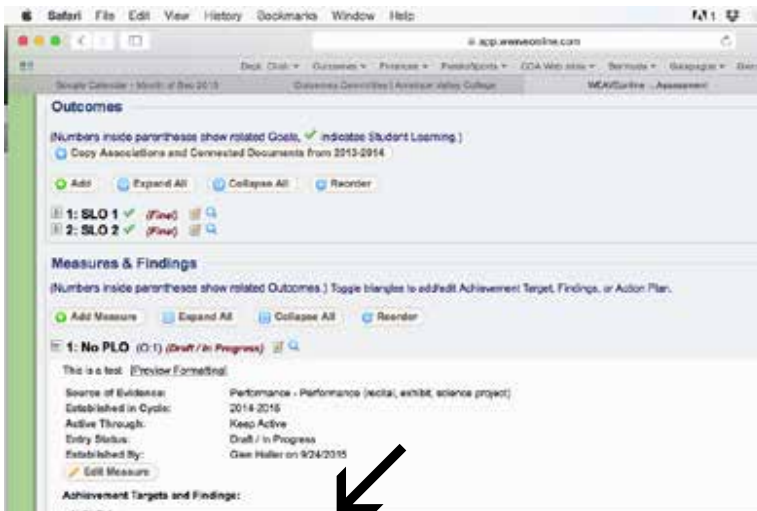
Note: You can only click one measure so if the SLO shows multiple measures use the first one listed on the SLO.



Fill in the “Condensed Description” (usually something like “SLO 1”) and then the “Description” which is the SLO/PLO

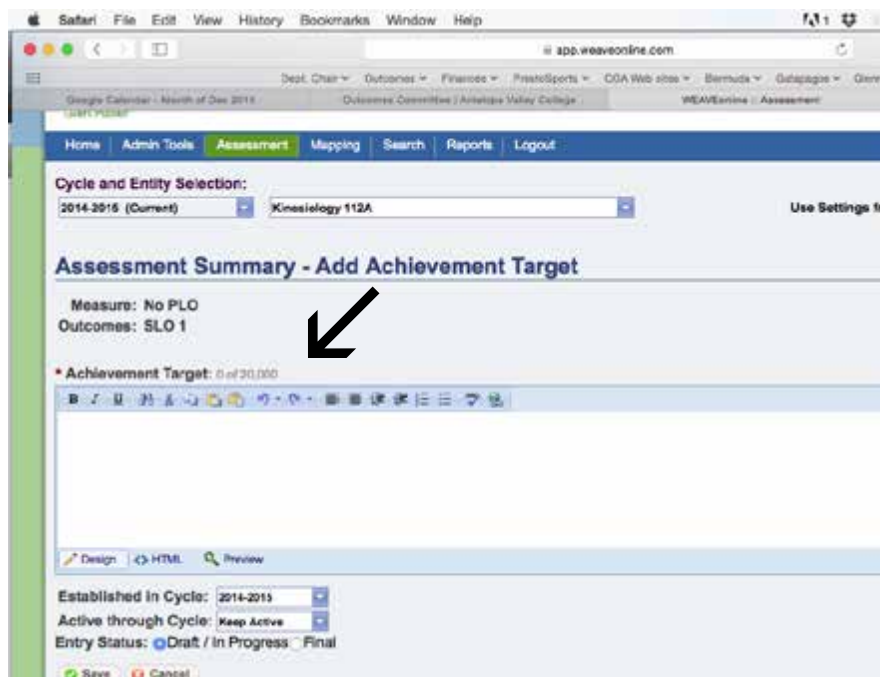
Be sure to select the Related Outcomes for the measure. You can select more than one if more than one SLO for the class uses the same measure. And as always make it “Final” before moving on.

Only adding after adding a measure can you add an achievement target. After saving the Measure, this screen will appear :



Click on the “Add Achievement Target” button

Add the Achievement Target in this screen:

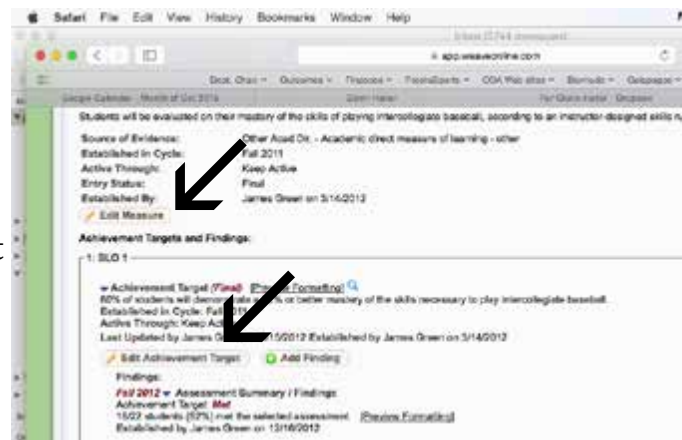


And as always, make it “Final” before saving.

To edit either one first head down to the bottom of the page marked Measures and find the button marked “Expand All.” It makes life easier.



The screen will now look like this ----->
Check either the “Edit Measure” or the Edit Achievement Target button.



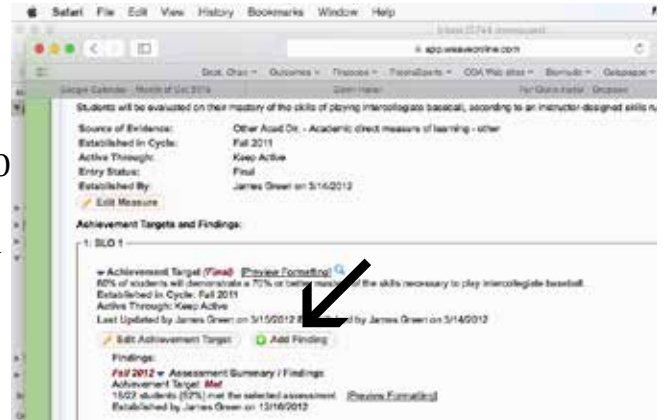
On the next screen change the text as required and make sure you save your work.

Adding/editing findings

To add a finding first head down to the bottom of the page marked Measures & Findings and find the button marked “Expand All.” It makes life easier.



The screen will now look like this -----> Look for the SLO/PLO you have a finding for and click the “Add Finding” button.



On the next screen enter the text as required.

Usually something like “10 of 15 (67%) students successfully achieved master in this SLO.”

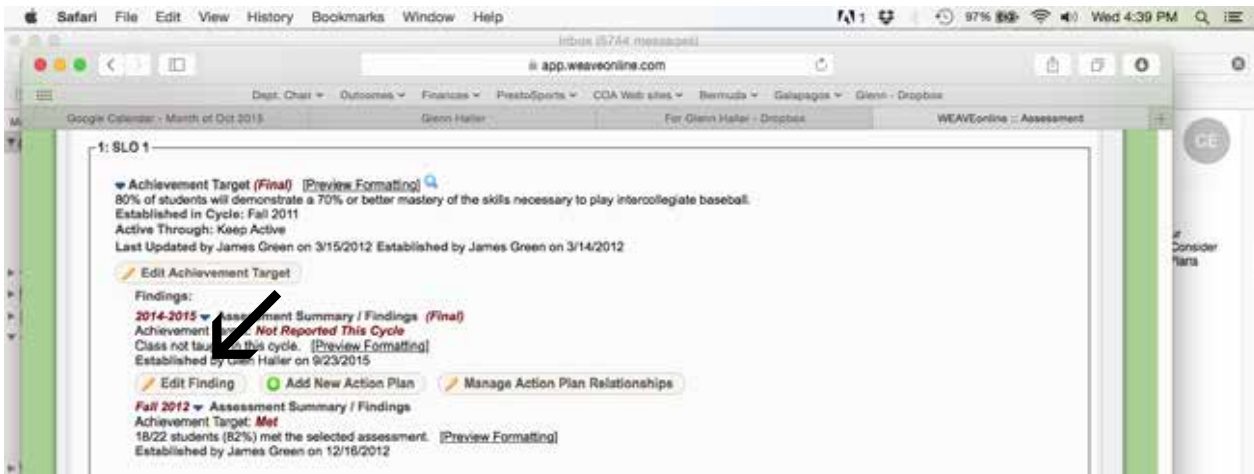
Whatever the wording, remember it must contain 1. the number that successfully mastered SLO, 2. the number of those who attempted and 3. The percentage.

Also, when adding a finding, you need to note whether the SLO was met or not. At the bottom on the page you will find the following:



Click the proper response and make sure you hit Final before save your work.

To edit a finding, head down to the bottom of the page marked Measures and find the button marked “Expand All.” Then find the SLO/PLO you need to edit and click on “Edit Finding.”



Make the changes and save your work.

Working in WEAVEonline

The address can be found in a lot of places including the Outcomes page (<https://www.avc.edu/administration/organizations/outcomes>) at the bottom

The actual site URL is: <https://app.weaveonline.com//login.aspx?ReturnUrl=/avc/login.aspx>

Once you're at the AVC page (it's basically all green, the non-AVC page is much different) enter your WEAVEonline ID.

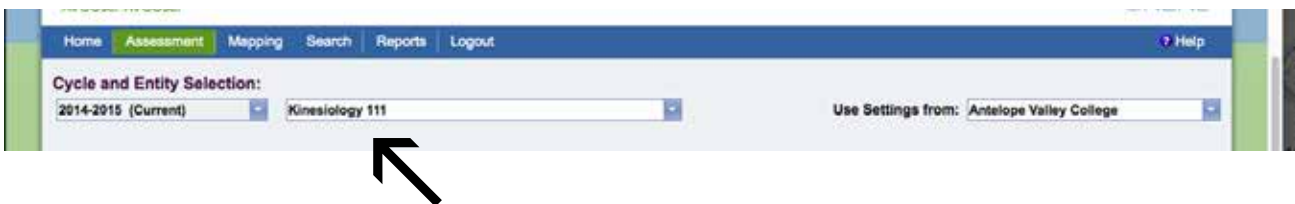
Once in, first make sure you're in the correct cycle and then go to the Assessment tab and go down to Objectives



Once there, find the class in the pull down menu. For this example I've chosen KIN 111.

A couple of notes:

1. You will only be able to see courses and programs you are the facilitator for. If you need access to a particular class or program, contact Jamie Jones at jjones141@avc.edu
2. Programs (Degrees and Certificates) are prefaced with a P: Often you will find these at the bottom of the pull down list.



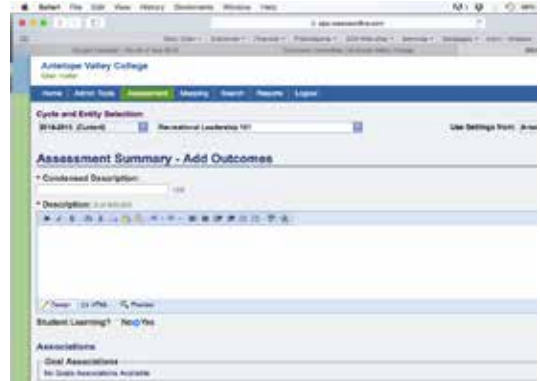
Now we are ready to do specific tasks.

Adding/editing an outcome

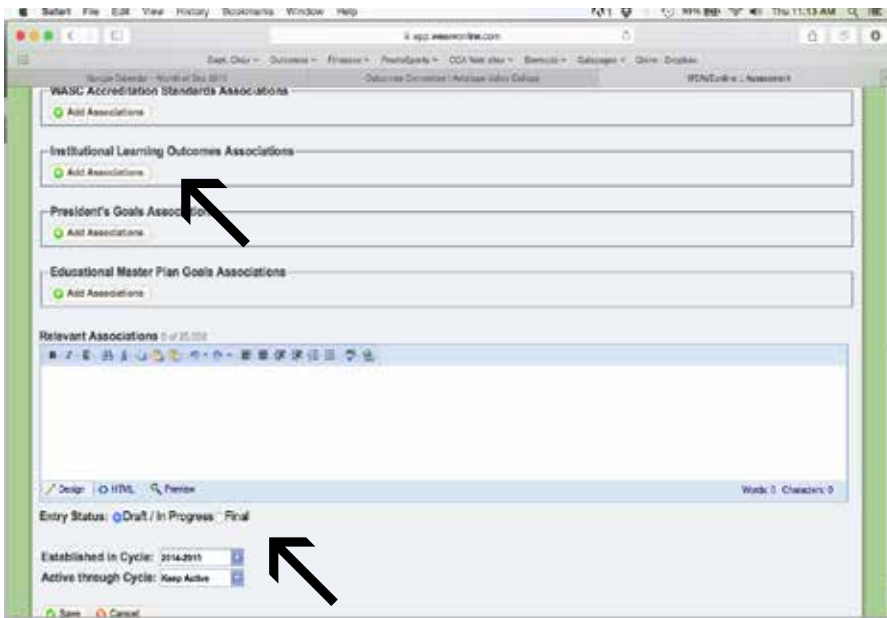
To add an outcome, head down to the middle of the page marked Outcomes and find the button marked “Add.”



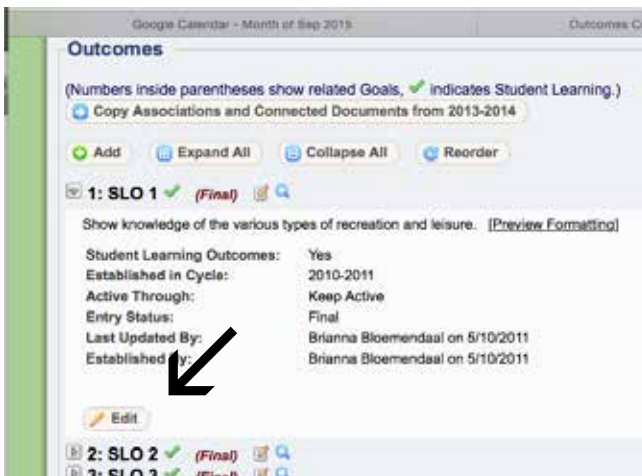
You will get this screen ----->
Fill in the “Condensed Description” (usually something like “SLO 1” and then the “Description” which is the SLO/PLO



Before finishing be sure to add any associations for Institutional Learning Outcomes and Make it “Final” before moving on.

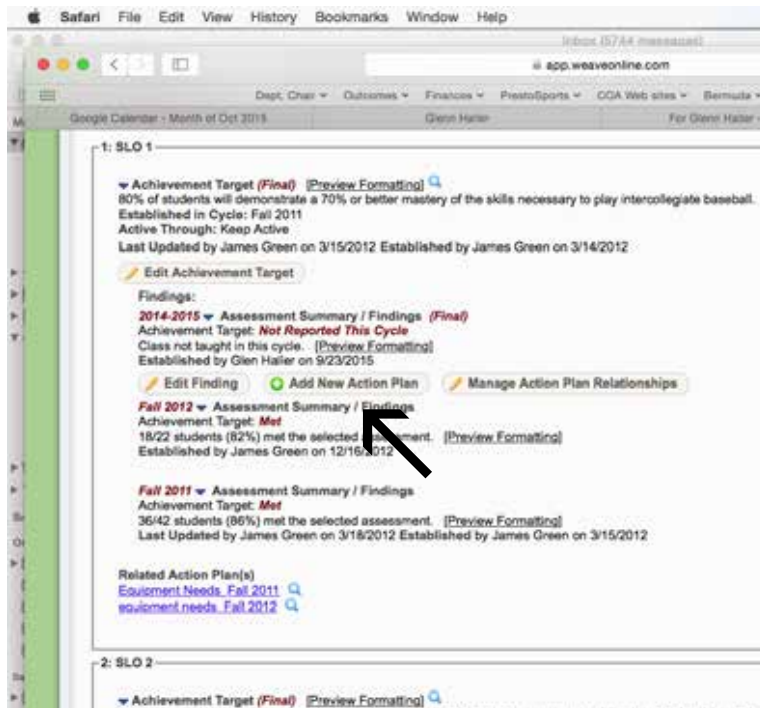


To edit, just go to the “Edit” button under SLO/PLO you want to edit and click on the it. On the next screen change the text as required and make sure you save your work.



Adding an action plan

Only after adding a measure can you add an action plan. After saving the Finding, this screen will appear (under Measures & Findings and after you have expanded all):

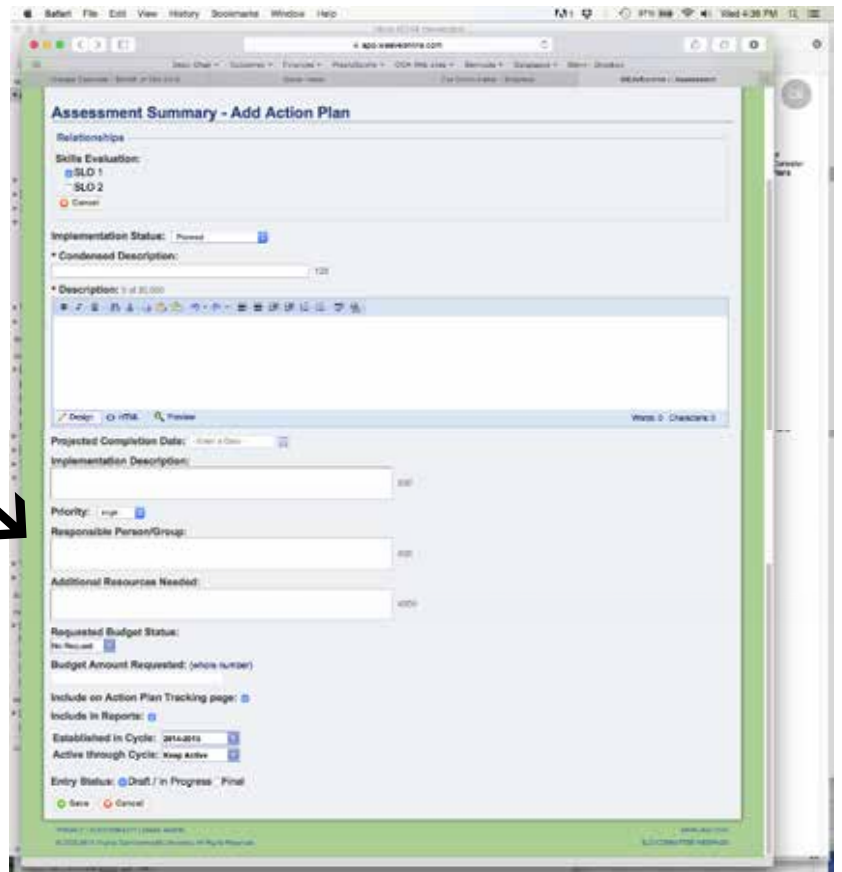


Click on “Add New Action Plan”

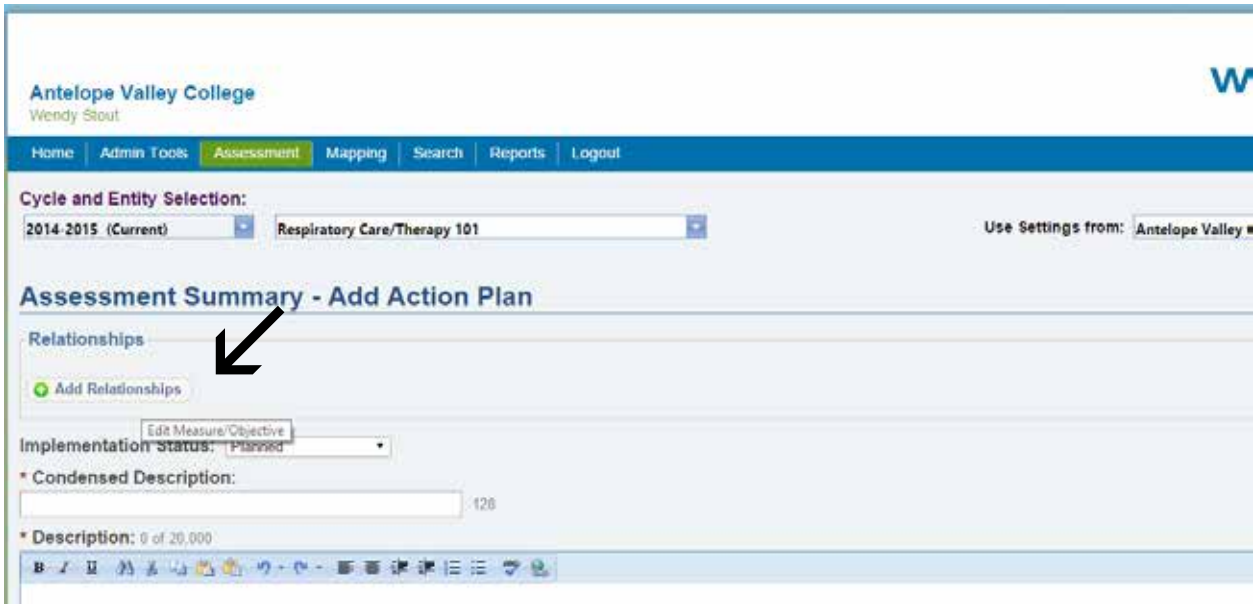
You'll see this screen

Input whatever those in charge of coming up with the Action Plan have sent you

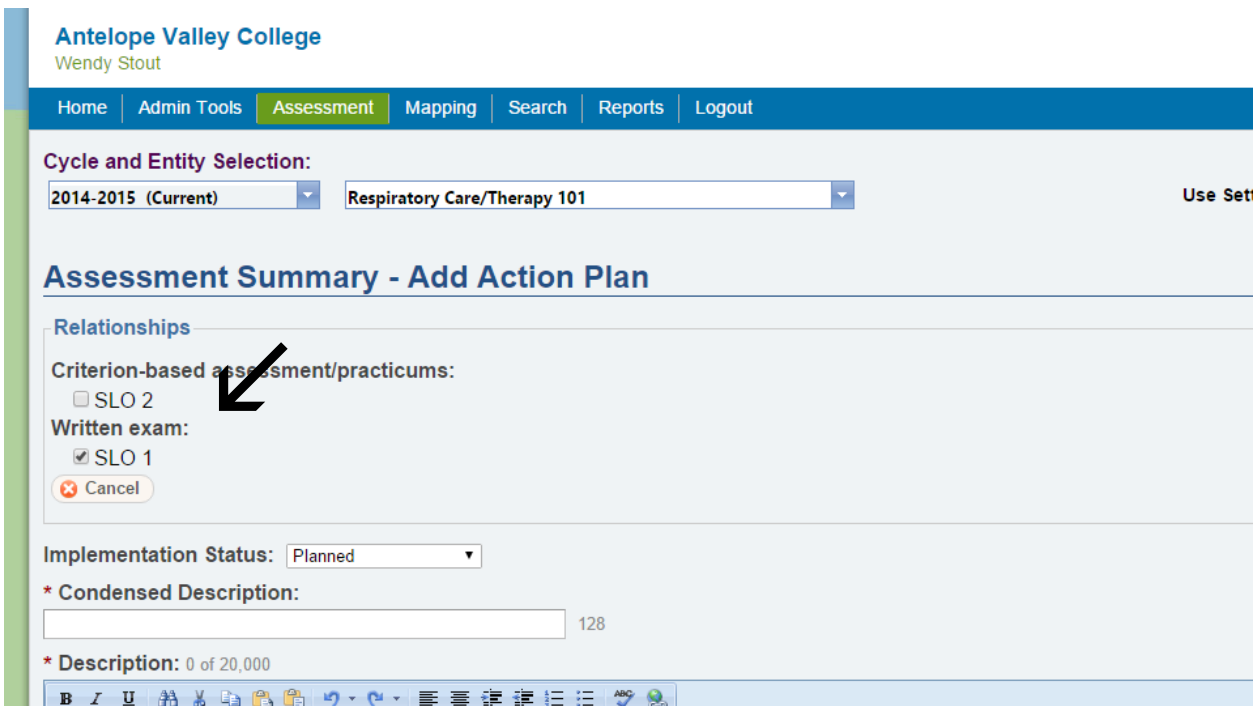
The “Responsible Person/Group” would be where the names of those who put together the Action Plan are placed.



If you need to link all SLO's in a course or all PLO's within a program to an action plan, after selecting add new action plan this screen appears and click on "Add Relationships"



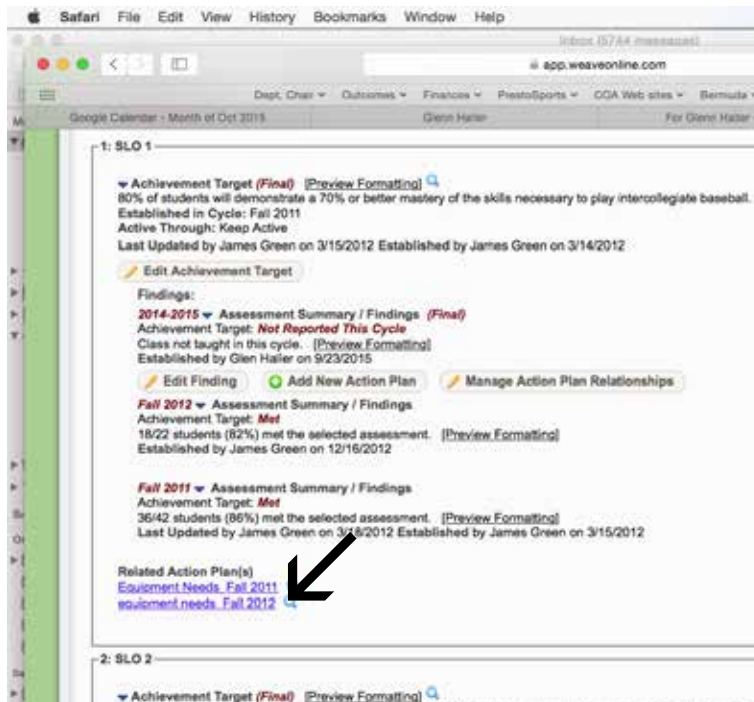
Once you have clicked on "Add Relationships" the following screen will appear. In this screen you can pick any and all SLO's from that specific course or PLO's from that specific program you want linked to the Action Plan



As always, press Final before saving.

Editing an action plan

To edit an Action Plan (under Measures & Findings and after you have expanded all):



Click on the short description of the Action Plan want to edit under “Related Action Plans.”

On the next screen make the necessary changes and be sure to save.