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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.)

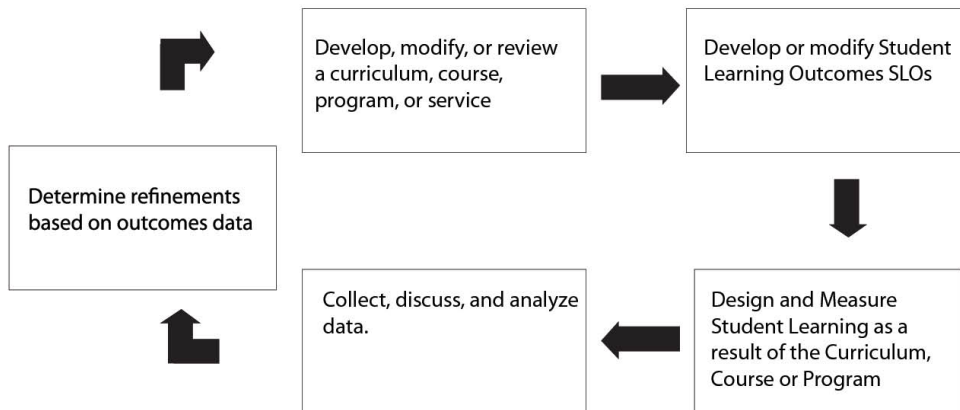
Dick, B. (2000) A beginner's guide to action research [On line]. Available at [http://www.uq.net.au/action\\_research/arp/guide.html](http://www.uq.net.au/action_research/arp/guide.html)

### **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](http://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](http://www.avc.edu) > about AVC > Campus Organizations & Committees > Academic Policies & Procedures Committee > CurricUNET Online

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

## Appendices

AVC Outcomes Glossary of Terms

Bloom's Taxonomy

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WEAVEonline Facilitator's Manual