Learning Outcomes

FOR

~~DUMMIES~~ 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

WHAT 4

- WHAT LEARNING OUTCOMES ARE NOT
- SO WE NOW KNOW WHAT THEY ARE NOT. BUT WHAT ARE THEY?
- OK, WHAT ARE THESE ASSESSMENT THINGS WE HAVE TO TURN IN AS WELL AS OUR OUTCOMES?

WHY........................12

- WHY ARE LEARNING OUTCOMES REQUIRED?
- ACTION RESEARCH

WHO.........................16

HOW.........................18

- HOW DO WE CREATE LEARNING OUTCOMES?
- HOW DO WE CREATE ACHIEVEMENT TARGETS?
- HOW DO WE GET THE NUMBERS FOR TURNING IN TO OUR FACILITATORS?
- HOW DO WE DETERMINE TO WHICH ILOS AND PLOS THE SLOS ARE MAPPED?
- HOW DO WE CREATE THE NUMBER THRESHOLDS FOR ASSESSMENT CRITERIA AND ACHIEVEMENT TARGETS?
- HOW DO WE PUT OUTCOMES AND ACHIEVEMENT TARGETS IN CURRICUNET?
- HOW DO WE CHANGE OUTCOMES AND ACHIEVEMENT TARGETS IN CURRICUNET?

WHEN 37
WHERE 38

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:

FACCIR'S TIP
Since they are smaller parts of the overall grade, you can think of each SLO as a "mini-grade."

Total Scoring – Yankees A, Pittsburgh F
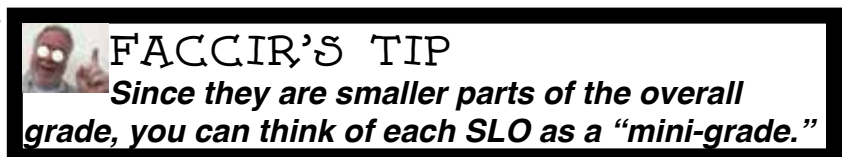Total Hits – Yankees A, Pittsburgh D
Batting Average – Yankees A, Pittsburgh D
Total Home Runs – Yankees A, Pittsburgh D
Timely home runs – Yankees B, Pittsburgh A
One run wins (win by one run) – Yankees F, Pittsburgh A
Games won in best out of seven games played – Yankees F, Pittsburgh A

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.

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.

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

OBJECTIVES	OUTCOMES	COMBINES
KIN 100 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.	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.	1,3,4 2 5
ACCT 111 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.	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.	1,4,5,6,7 2,3
BIOL 104 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.	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.	1, 2, 3 8 6,7 5 4

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 simmered 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 wow 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 of 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.

NATIONAL OUTCOMES

If you don't do Outcomes we will this dog
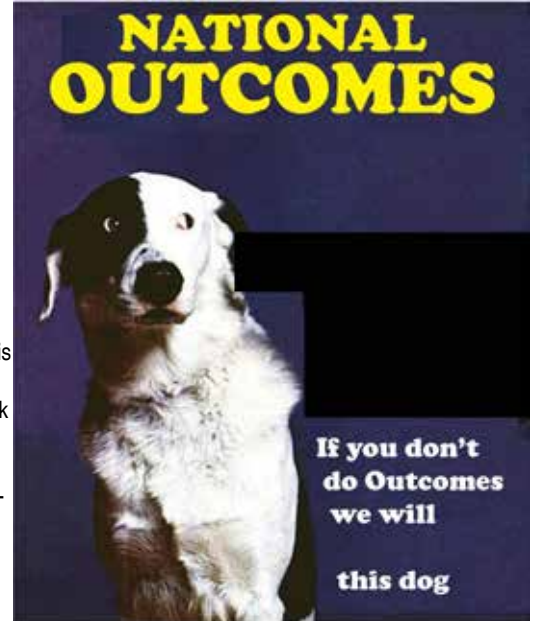
FACCIR'S FACT
How we create and monitor Learning Outcomes is completely up to the AVC faculty.

BTW - Steve Martin made it clear "Comedy is not pretty." So while the Committee though this satire was hilariously funny, it also struck negative cords 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

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

FACCIR'S FACT
No one else but the faculty in the disciple/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.

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/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.

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;

> ## 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.*

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.
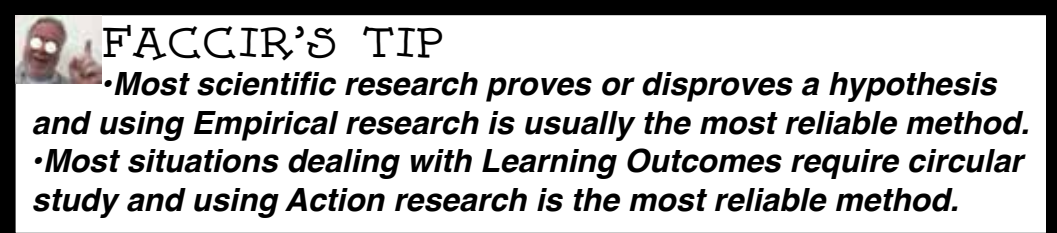
Action research tends to be...

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.

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.

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.

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.

WEAVEONLINE FACILITATORS

There are those faculty who agree to gather and input SLO and PLO date 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

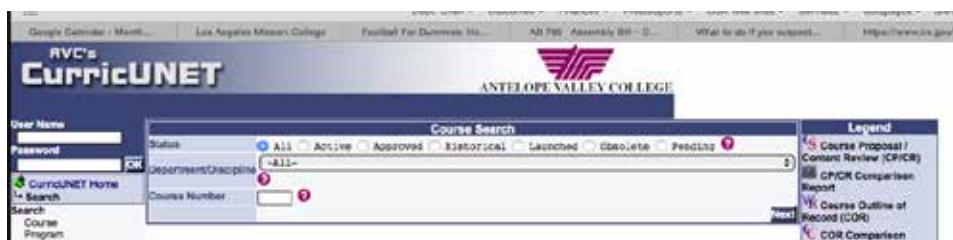Or here's the direct link: http://www.curricunet.com/AVC/

Now that you are there, let's show you step by step how to get to the Objectives.
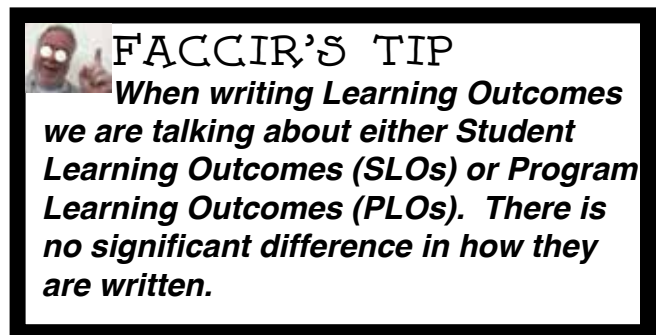
The first thing you need to do is search for the class or program you are looking for Objectives.

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

Click either the Program or Course under Search ----->
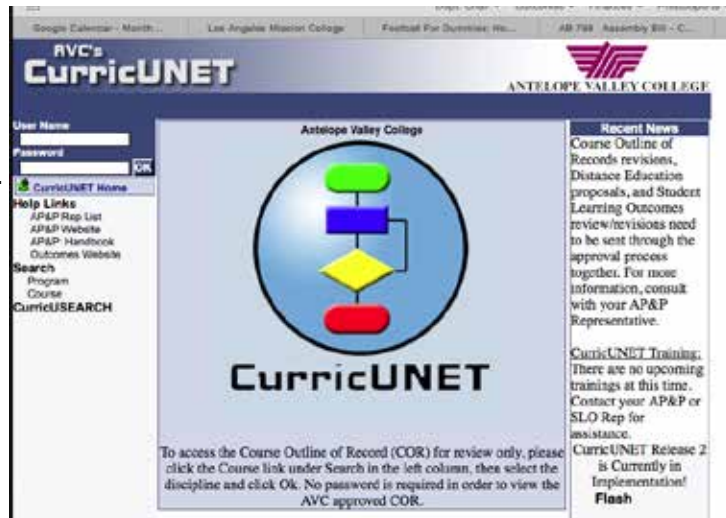
<----- You'll then get this screen

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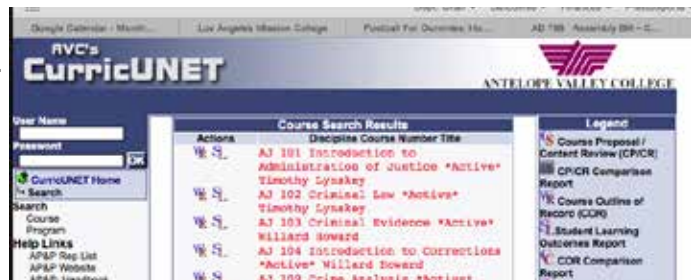
That should give you the COR and you can cut and paste from there

-------->
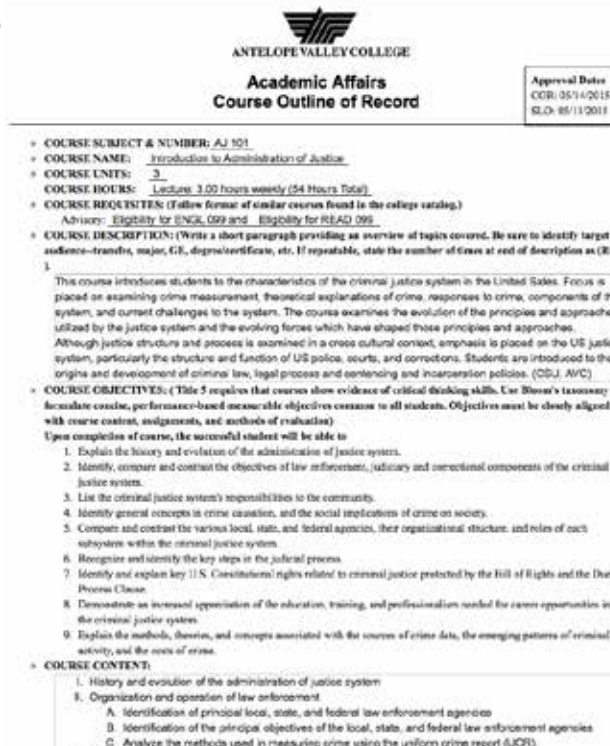
FACCIR'S TIP

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

In that world ₩R 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
judge
appraise
evaluate
rate
compare
value
revise
score
select
choose
assess
estimate
measure

Synthesis
compose
plan
propose
design
formulate
arrange
assemble
collect
construct
create
set up
organize
prepare

Analysis
distinguish
analyze
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize
diagram
inspect
debate
inventory
question
relate
solve
examine
categorize

Application
interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
shop
sketch

Comprehension
translate
restate
discuss
describe
recognize
explain
express
identify
locate
report
review
tell

Knowledge
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.

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.
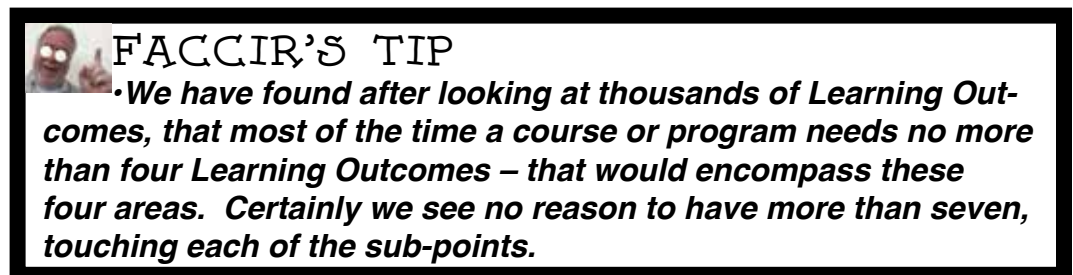
4. Career and Specialized Knowledge
•Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

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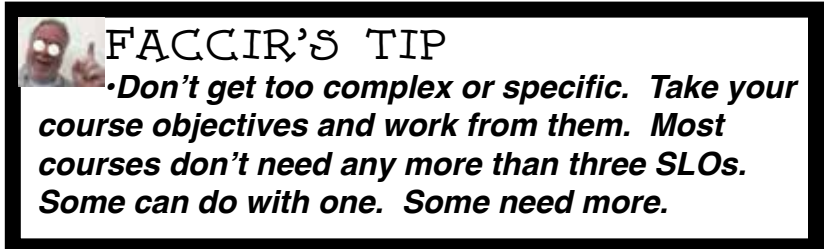
We have found after looking at thousands of Learning Outcomes, that most of the time a course or program needs no more than four Learning Outcomes – that would encompass these four areas. Certainly we see no reason to have more than seven, touching each of the sub-points.

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

FACCIR'S TIP
•*We combine those skills that are similar and tell us the same thing about a student's learning.*

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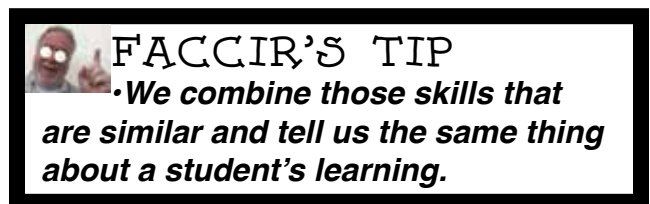
So in creating our Outcome we combine those skills which are similar and tell us the same thing about a student's learning of a by making the Outcome. Design three modes of transportation."

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

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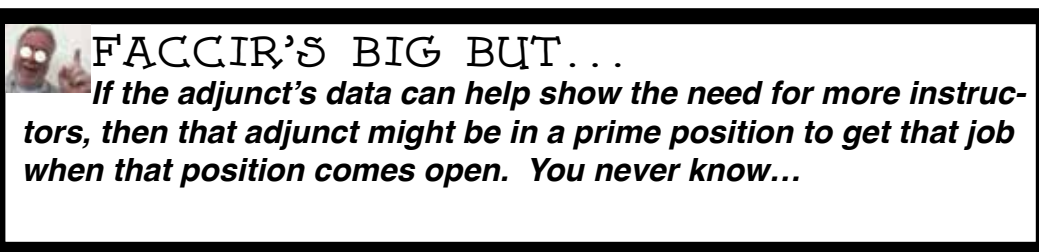
A couple of things to say to help relieve that panic -

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

> ## FACCIR'S BIG 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…*

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.

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.

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.

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
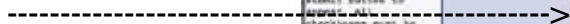
Cut and paste the Learning Outcome you wrote here

You click on the Assessment Methods you plan to use to evaluate your students' success on the Learning Outcome here
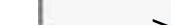(see note 1 on next page for more on this)
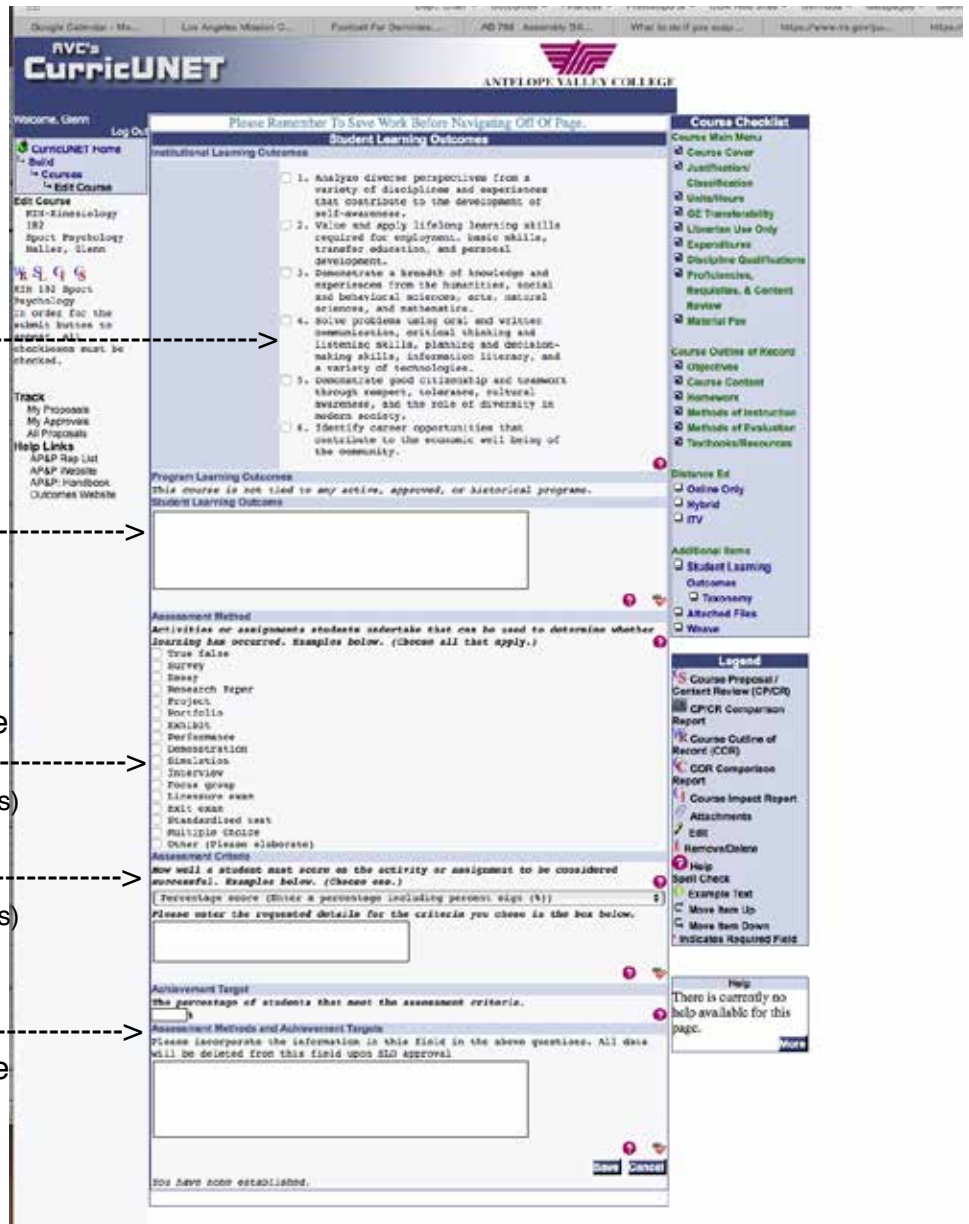
Assessment Criteria go here
(see note 2 on next page for more on this)

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 <u>and</u> 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.

FACCIR'S TIP
•*When in doubt, click only one Assessment Method.*

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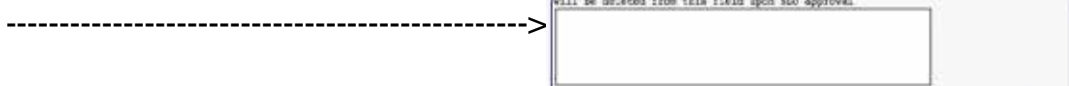
An example of how this might read: "Project and Essay shall be considered equally to determine the Achievement Target score."

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

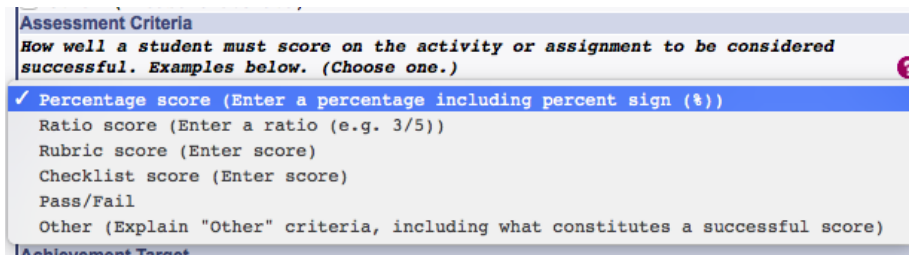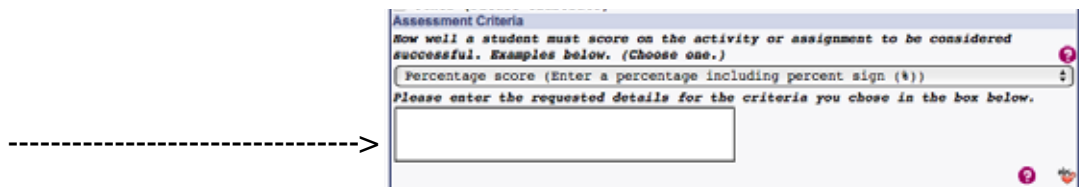Notice under Assessment Criteria that there is a pull down menu. Well you might not, but where it says "Percentage score (Enter a percentage including percent sign (%))" is actually a pull menu and when click on opens up to

Assessment Criteria
How well a student must score on the activity or assignment to be considered
successful. Examples below. (Choose one.)

✓ Percentage score (Enter a percentage including percent sign (%))
   Ratio score (Enter a ratio (e.g. 3/5))
   Rubric score (Enter score)
   Checklist score (Enter score)
   Pass/Fail
   Other (Explain "Other" criteria, including what constitutes a successful score)

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..."

Assessment Criteria
How well a student must score on the activity or assignment to be considered
successful. Examples below. (Choose one.)

Percentage score (Enter a percentage including percent sign (%))

Please enter the requested details for the criteria you chose in the box below.

- ->

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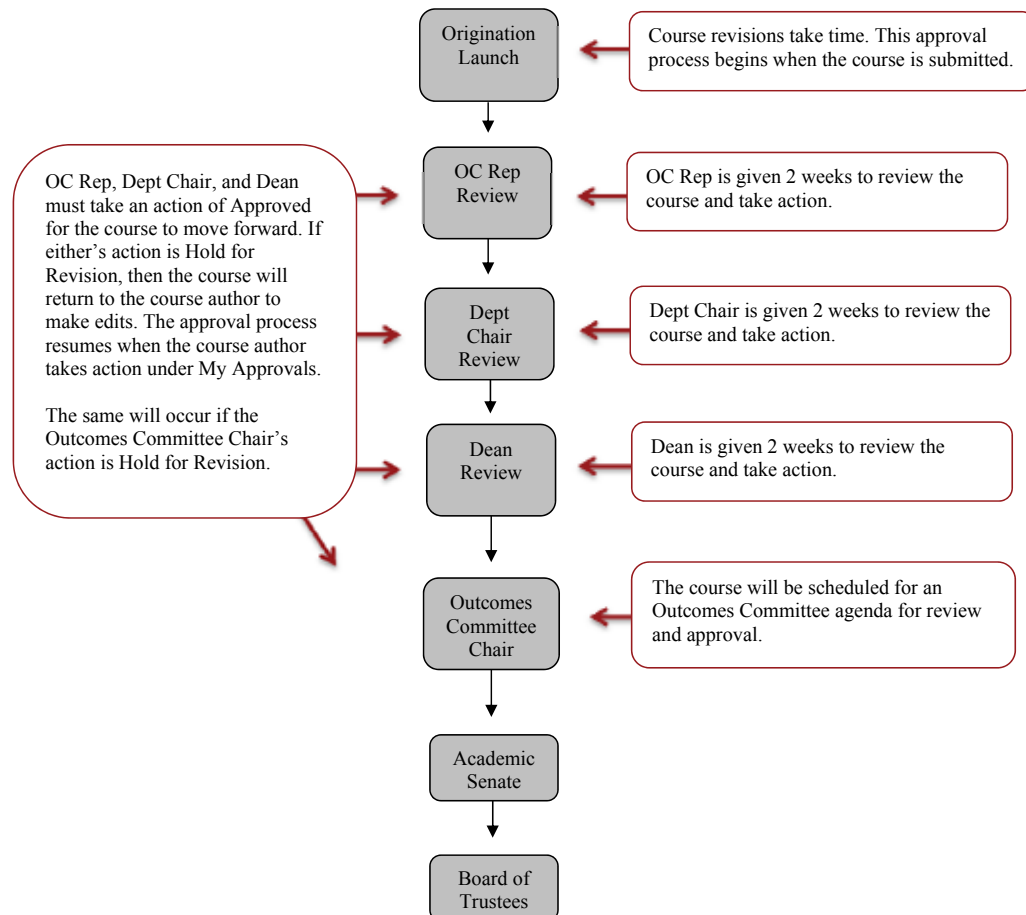
Remember when we said the faculty decides? Well, we wanted the faculty to decide and then not have to wait for the next COR review to come up before it could begin utilizing the new Learning Outcomes and Achievement Criteria and Targets.

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.

Origination Launch — Course revisions take time. This approval process begins when the course is submitted.

OC Rep Review — OC Rep is given 2 weeks to review the course and take action.

OC Rep, Dept Chair, and Dean must take an action of Approved for the course to move forward. If either's action is Hold for Revision, then the course will return to the course author to make edits. The approval process resumes when the course author takes action under My Approvals.

The same will occur if the Outcomes Committee Chair's action is Hold for Revision.

Dept Chair Review — Dept Chair is given 2 weeks to review the course and take action.

Dean Review — Dean is given 2 weeks to review the course and take action.

Outcomes Committee Chair — The course will be scheduled for an Outcomes Committee agenda for review and approval.

Academic Senate

Board of Trustees

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:

> ## FACCIR'S FACT
> •*While you can change your Learning Outcomes and Achievement Criteria and Targets any time necessary, there is no requirement to do so. We do strongly recommend you look at them every year when doing Action Plans, however.*

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 WEAVEONLINE?

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.