



**ANTELOPE VALLEY COLLEGE
OUTCOMES COMMITTEE MEETING
May 12, 2014
3:00 p.m. – 4:30 p.m.
L 201**

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

1. **CALL TO ORDER AND ROLL CALL**
2. **OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR**
3. **OPEN COMMENTS FROM THE PUBLIC**
4. **APPROVAL OF MINUTES**
 - a. April 28, 2014
5. **REPORTS**
 - a. Updates from the Department of Institutional Effectiveness, Research, and Planning – Dr. Meeta Goel
6. **ACTION ITEMS**
 - a. Revised SLOs: **SOC 200, RCP 101, RCP 201**
 - b. Revised PLOs: none
 - c. New course SLOs: none
 - d. New program PLOs: **Associate Degree in Nursing Science**
7. **DISCUSSION ITEMS**
 - a. Tina McDermott
 - b. SLO committee goals (attachment)
 - c. Welcome Back (attachment)
8. **ADMINISTRATIVE BUSINESS**
 - a. **SLO-Related Events**
 - i. Welcome back: August 15, 2014
9. **OTHER**
 - a. SLO Meeting dates for Fall 2014: TBD
10. **ADJOURNMENT**

NON-DISCRIMINATION POLICY

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**ANTELOPE VALLEY COLLEGE
OUTCOMES COMMITTEE MEETING
April 28, 2014
3:00 p.m. – 4:30 p.m.
L 201**

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MEMBERS PRESENT			
Dr. Fredy Aviles, Chair	James Bixler	Dr. Irit Gat	Melanie Parker
Stacey Adams	David Durost	Glenn Haller	Wendy Stout
Leslie Baker	Luis Enriquez	Dr. Scott Lee	William Vaughn
MEMBERS ABSENT	GUESTS PRESENT/EX-OFFICIO MEMBERS		
Carla Corona	Diana Keelan		
Kimberly Covell	Dr. Tom O’Neil		
Jessica Eaton	LaDonna Trimble		
Dr. Meeta Goel			

1. **CALL TO ORDER AND ROLL CALL**
A motion was made and seconded to call the April 14, 2014 Outcomes Committee Meeting to order at 3:05p.m. Dr. Fredy Aviles, SLO Faculty Co-Chair, called the meeting to order at 3:05 p.m. Motion carried.

2. **OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR**
Dr. Fredy Aviles explained to the committee that he recently spoke with Ms. Tina McDermott who unfortunately, did not feel being a member of the Outcomes Committee would be necessary but she does plan to attend the next meeting to talk to the committee. He spoke with her in great length regarding the DQP and the request from accreditation to build out programs in alignment. She is in agreement that this is necessary and will attend the next meeting to personally share her views on this matter. Ms. McDermott agrees that the ILOs and GEOS need to be rewritten as well as the SLOs and PLOs to be in line with the language of the DQP, which will help with the next accreditation visit. Dr. Aviles indicated that the time to discuss and revise is now and we should no longer be waiting to start this process. The language of the DQP is written throughout the standards. We need to stop talking about why it’s needed and talk about how we are going to get this done. Tina McDermott will attend our next meeting to share her thoughts on this matter.

3. **OPEN COMMENTS FROM THE PUBLIC**
No comments from the public were made.

4. **APPROVAL OF MINUTES**
 - a. **April 14, 2014**
A motion was made and seconded to approve the minutes from the April 14, 2014 Outcomes Committee meeting. Motion carried.

5. **REPORTS**
 - a. **FPD: Why Grades are Not enough (4/21/14, 7-10 pm in SSV 151)**
Dr. Aviles and Ms. Stout were at the FPD event on April 21st. He felt it went well and many participants asked clarifying questions. Unfortunately, as always, the event does not draw a large audience.

 - b. **Updates from the Department of Institutional Effectiveness, Research, and Planning – Dr. Meeta Goel**
Dr. Goel was not present at the meeting and therefore no update was provided.

A motion was made and seconded to add PHTC 205 and PHTC 205L to agenda item 6a. Motion Carried. Another motion was made and seconded to add Radiologic Technology to 6b Revised PLOs. Motion carried. A final motion was made and seconded to move HHA 102 to item 6c as this is a resurrected course. Motion carried.

6. **ACTION ITEMS**

a. Revised SLOs: SOC 200, PHTC 205, PHTC 205L

After a review of each SLO a motion was made to approved PHTC 205 and PHTC 205L. Motion carried.

A motion was made and seconded to table SOC 200 since the requested changes were not completed. Dr. Irit Gat indicated that assessment methods listed for SLO 2 were not reduced to one or two. Dr. Fredy Aviles indicated that Dean O'Neil sent him an email insisting that the Outcomes Committee approve the SLOs so to not hold up the COR any longer. The email indicated that any necessary changes could be made at a later date therefore giving the committee no reason to hold up the SLO which will affectively prevent the COR from advancing in the approval process. Unfortunately, the Outcomes Committee as a whole did not feel it was appropriate to pass the class through under the directive of the dean and instead requested the faculty member to be present at the next meeting to explain the necessity of leaving the assessment methods as is or he can make the change as requested. Motion carried.

b. Revised PLOs: Radiologic Technology

After a review of each PLO a motion was made to approve Radiologic Technology PLOs. Motion carried.

c. New course SLOs: HHA 102

After a review of each SLO a motion was made to approve HHA 102. Motion carried.

d. New program PLOs: none

No new program PLOs to review.

7. **DISCUSSION ITEMS**

a. SLO/PLO Revision checklist (attachment)

Mrs. Stacey Adams presented the attachment explaining that while this document should help in the representative's review of SLOs technically if this document is inclusive enough, faculty should be able to use it while writing their SLOs. She also mentioned that once this document was reviewed and approved she would begin working on the PLO document. After a brief review, it was requested that COR be spelled out for clarification, bullet 5 may not work for basic skills courses and item four may not work for those SLOs that were developed for workshop courses like in the library. A question was asked regarding bullet 6 and 7, now that the assessment methods are being converted to checkboxes, do the representatives just verify something is checked. Mrs. Adams indicated that the assessment method needs to be meaningful for the SLO, i.e. RE SLO stated student will prepare a bank statement but the assessment method is multiple-choice, which did not seem appropriate. A request was made to add definitions to the document so it can be meaningful to faculty and this should be assessable via the website. Dr. Aviles thanked the committee for their review and wanted confirmation that once this document is approved, the committee would return to their prior process of approving revised SLOs as a bulk approval. Previously the committee required the representative and chair to review revised SLOs and it was placed on the agenda similar to a consent agenda item. The committee agreed that they would return to that process once the approval of SLOs is clearly defined and documented via this document.

b. SLO committee goals (attachment)

Dr. Goel was not present at the meeting and therefore no discussion occurred on this matter.

c. Welcome Back (attachment)

Dr. Gat indicated that the name of this event has changed to Opening Day. In the fall there will be two Opening Day events, on Thursday Opening Day will be held at the Palmdale campus and on Friday at Lancaster as usual. The Friday event is mandatory however faculty have the option to attend both. Dr. Aviles reviewed the PowerPoint included in the agenda packet. It was recommended that the DQP title be changed to General Guidelines otherwise it will appear to be something new which in reality it is more of a clarification of our process. Mr. Bill Vaughn expressed that faculty are pretty frustrated with our committee's processes. We start out by telling a faculty member who asks for guidance that sky's that limit, then when they submit their SLO/PLO we ask why they did one thing or another and require them to change it. We need to have clear written directions for our processes. Mrs. Stacey Adams

indicated that overall the slides seem a bit wordy and there does not seem to be any direction for faculty once they leave the presentation. What is expected of the faculty after the presentation? She also brought to light an error in the calculation used on the PLO Mapping Method slide in the center bubble. Dr. Aviles stated that the language reflects that which is used in the original document of the DQP. He also indicated that the last slide of the PPT gives some directions about what faculty can do. However, the guidelines are presented as informational and no specific mandates are made. Dr. Aviles also indicated that he would correct the slide on the PLO mapping method. He also mentioned he would have the PPT on the agenda again for further comments.

8. **ADMINISTRATIVE BUSINESS**

a. **SLO-Related Events** –

- 1) ACCJC Conferences on Degree Qualification Profile (5/1-5/3 in San Diego)

9. **OTHER**

- a. SLO Meeting dates remaining for Spring 2014: 5/12

10. **ADJOURNMENT**

A motion was made and seconded to adjourn the April 28, 2014 Outcomes Committee meeting at 4:29p.m. Motion carried.

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DRAFT-STUDENT LEARNING OUTCOMES (SLO) COMMITTEE'S VISION, MISSION & GOALS

2013-14

Vision: AVC will be a model for exemplary outcomes assessment.

Mission: The SLO Committee Mission is to support the AVC Mission and ensure greater college wide communication, collaboration and consistency of processes related to SLO, Operational Outcomes (OO), Program Learning Outcomes (PLO) & Institutional Learning Outcomes (ILO) as well as program reviews. This is accomplished through embedding the development of quality outcomes, their implementation, analysis of resulting findings and action planning into the campus culture in order to demonstrate evidence of student learning.

Goals:

- 1) Successfully implement CurricUNET for quality SLO, OO, PLO & ILO.
- 2) Improve the integration of SLO, OO, PLO & ILO for more effective program reviews, strategic planning and outcomes assessment, in general.
- 3) Promote increased college wide communication regarding outcomes assessment amongst academic and nonacademic areas to create a more collaborative campus culture.

Sub Goals: a) Facilitate use of Weave Online.

- b) Assist with quality assurance in creating outcomes and action plans.
- c) Provide examples of effective pedagogical strategies & resources.
- d) Increase the availability of assessment related tools and documents on the AVC website.
- e) Provide quality data for program reviews.



SLOs, PLOs, Programs, Degrees, and Other Updates

**Student Learning Outcomes
Committee**





Overview

- SLO/PLO/OO compliance rates
- SLO/PLO/OO reporting guidelines
- Review: SLOs, PLOs, and programs
- PLO guidelines





2013-
2014

		Learning Outcomes		Findings		Action Plans	
Division	Offered	Defined	%	#	%	#	%
BCSED			100.0%				
HD			100.0%				
HS			100.0%				
IRES			100.0%				
KIN			100.0%				
LA			100.0%				
MSE			100.0%				
S&BS			100.0%				
TEC			100.0%				
VAPA			100.0%				
Total			100.0%				





Spring 2013		Outcomes		Findings		Action Plans	
	# Programs	#	%	#	%	#	%
PLOs	79	77	97.5%				

Spring 2013		Outcomes		Findings		Action Plans	
	# OO Areas	#	%	#	%	#	%
OOs	29	29	100.0%				





SLO/PLO/OO Reporting Guidelines: *2013 – 2014*

- **Deadlines:**

- 2013-2014 SLO/PLO Data was due:
 - June 14, 2014

- 2013-2014 Action Plans due:
 - September 30, 2014





SLOs, PLOs, and Programs

- **Student Learning Outcomes (SLOs):** the knowledge, skills, or abilities a student should attain by successfully completing a course.
- **Program learning outcomes (PLOs):** the knowledge, skills, or abilities a student should attain by successfully completing a program of study.
- **Program:** a sequence of courses leading to a degree or certificate.





Program Learning Outcomes (PLOs)

We have been assessing SLOs consistently for years.
We need more work on our PLOs.

PLOs can be assessed using the same methods as SLOs

- Ex. Research paper to assess mastery of many skills.
- Can be assigned in capstone/mastery level course required for completion of degree or certificate.





Program Learning Outcomes (PLOs)

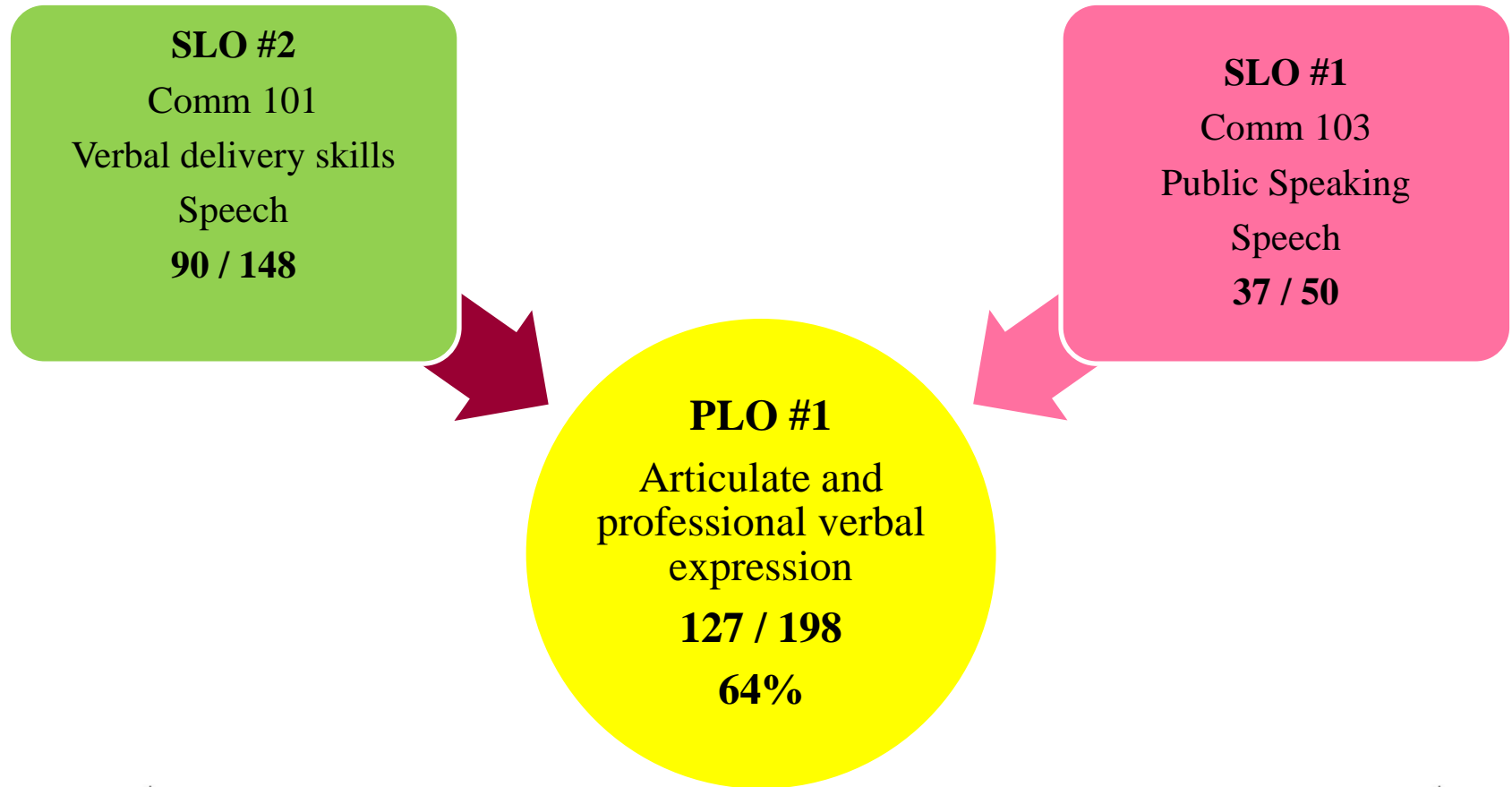
PLO assessments can also make use of the same data already available from SLO assessments.

- Ex. Collect data from course A, Course B, and course C and aggregate results to measure performance on a PLO.
- Tina McDermett provided several examples during Spring 2013 Welcome Back.





PLO Mapping Method





Program Learning Outcomes (PLOs)

How do we know that our PLOs reflect the value of our degrees and certificates?

In other words, do our program learning outcomes (PLOs) accurately reflect what students get out of the program once they earn the degree or certificate?

There is a framework/guide available for determining whether program PLOs reflect 5 essential proficiencies.





PLO Guidelines

This guide describes five basic areas of learning:

- 1. Specialized Knowledge.** mastery of area specific skills, knowledge, and practices (**depth**).
 - ✓ Includes theories, methods, terminology, tools, technologies, etc.

- 2. Broad, Integrative Knowledge:** knowledge that bridges at least two disciplines (**breadth**).
 - ✓ Accomplished by research, analytical, practical, creative tasks, etc.





PLO Guidelines

- 3. Intellectual Skills:** information resources, diverse perspectives, analytic inquiry, quantitative fluency, communicative fluency.
 - ✓ These are skills that all students need to succeed in their degree coursework and related activities.

- 4. Applied Learning:** Information and skills applied outside the classroom, outside experiences are applied to classroom.
 - ✓ Can be accomplished through many individual or group activities.





PLO Guidelines

- 5. Civic Learning:** engagement with civic, social, environmental and economic challenges at local, national or global levels.
- ✓ Students can connect to the world around them in a variety of ways.

Do these sound familiar? Consider our institutional learning outcomes (ILOs).





PLO Guidelines

This guide is designed to help define degrees in terms of proficiencies that are met at increasingly higher levels for AA, BA, and MA degrees.

- To ensure our students are well prepared, our programs (especially those that award a transfer degree) should allow them to develop all these skills.





PLO Guidelines

How do we know that our degrees meet these 5 proficiencies? Where is our evidence?

- Program learning outcomes (PLOs) describe the knowledge, skills, and abilities our students should attain once they earn their degrees.
- It would be useful to review these to ensure that they reflect these 5 proficiencies to some extent.
- If they do not, consider revising them in Curricunet.

