



ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
AGENDA
February 25, 2013
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. November 26, 2012 (attachment)
5. REPORTS
 - a. Updates from the Department of Institutional Effectiveness, Research, and Planning – TBD/A Zentner
 - b. SLOs/PLOs: Assessment Strategies - Thursday, February 21, 2012
6. ACTION ITEMS
 - a. ANTH 101L
7. DISCUSSION ITEMS
 - a. ACCJC Follow-up Report Feedback (attachment)
 - b. SLO Revision Process (attachment)
 - c. Programs without PLOs (attachment)
 - d. Review: SLO Committee member responsibilities (attachment)
8. ADMINISTRATIVE BUSINESS
 - a. SLO-Related Events – FPD: Revising & Reviewing SLOs/PLOS Monday 3/25?
9. OTHER
 - a. Revised SLOs: none
 - b. Revised PLOs: none
 - c. SLO Meeting dates for Spring 2013: March 11, March 25, April 8, April 22, May 13
10. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.



ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
MINUTES
February 25, 2013
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

The February 25, 2013 Student Learning Outcomes (SLO) meeting was called to order at 3:04 p.m. by Dr. Fredy Aviles, Chair.

2. OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR

3. OPEN COMMENTS FROM THE PUBLIC

- It was brought to the attention of the committee that the agenda attachment *ANTH 101L SLO* was incomplete. Ms. Carolyn Burrell distributed copies of the appropriate document.
- Mr. William Vaughan discussed the possibility of instituting an SLO process written by Mr. Mark Hoffer. This concept was recently presented at a breakout session at Spring 2013 Welcome Back. Ms. Stacey Adams stated the process was in place three (3) years ago. Dr. Aviles mentioned that the process will be discussed at the next SLO committee meeting and that statistically, it may not be valid. However, he also mentioned that the process has been praised by the Accrediting Commission for Community and Junior Colleges (ACCJC) so it may be acceptable to adopt.

Ms. Tina McDermott and Mr. Hoffer will present the PLO assessment process at the next SLO meeting on March 11, 2013.

4. APPROVAL OF MINUTES

a. November 26, 2012 (attachment)

A motion was made and seconded to approve the minutes of the November 25, 2012 minutes, with one correction. Motion carried.

5. REPORTS

a. Department of Institutional Effectiveness, Research, and Planning – Aeron Zentner

Mr. Aeron Zentner reported Antelope Valley College (AVC) at 96% in SLO findings, and 50% for Action Plans. Mr. Zentner addressed the misconception of non-requirement of Action Plans if achievement targets are met, clarifying that Action Plans must be reported each term.

b. SLOs/PLOs: Assessment Strategies - Thursday, February 21, 2013

Dr. Fredy Aviles reported that his February 21, 2013 Flex activity – SLOs/PLOs Assessment Strategies, had only six (6) attendees, but was informative and generated vigorous discussion.

6. ACTION ITEMS

a. ANTH 101L

A motion was made and seconded to approve the ANTH 101L.

Ms. Stacey Adams stated the SLO was all-encompassing. Wendy Stout noted the SLO was wide-open. Dr. Bassam Salameh noted the word *hominind* was misspelled.

Motion carried with one (1) correction.

7. DISCUSSION ITEMS

a. ACCJC Follow-up Report Feedback (attachment)

Dr. Fredy Aviles discussed feedback regarding the ACCJC follow-up report. He stated that many issues are already being addressed. Four points were made that directly concern the SLO committee:

- 1) development of a method to monitor progress made concerning SLO assessment and action plans
- 2) evidence of the integrated planning cycle

Approved: March 11, 2013 Student Learning Outcomes Committee Meeting

- 3) evidence of integrated planning cycle from SLOs to budget requests
- 4) development and assessment of PLOs

Dr. Aviles warned that as of now, AVC has identified or assessed all program learning outcomes. He told committee members to report this during their division meetings to initiate a *push* for completion.

b. SLO Revision Process (attachment)

Item tabled.

c. Programs without PLOs (attachment)

Dr. Aviles provided a handout of programs without identified PLOs. He stressed the necessity to communicate this information during division meetings, in order for the appropriate individuals to develop PLOs and submit them to the committee for approval. Aeron Zentner mentioned that several of the listed programs have approved PLOs, but that they have not been entered in WEAVE. Dr. Aviles added that the PLOs can be developed so that they line up with course SLOs, and hence can be assessed by aggregating SLO data. He pointed out that if this takes place, PLOs can be identified and assessed within the same semester thus raising our compliance rates.

d. Review: SLO Committee Member Responsibilities (attachment)

Dr. Aviles provided a handout that lists the SLO committee member responsibilities. He reviewed the responsibilities and stressed that all are necessary in order for representatives to receive the 10 hours per semester credited for SLO committee membership. The information will be posted on the SLO committee website in order to increase awareness among non-SLO committee members.

8. ADMINISTRATIVE BUSINESS

a. SLO-Related Events – FPD: Revising & Reviewing SLOs/PLOs Monday, March 25, 2013

Dr. Aviles discussed his upcoming Flex activity Revising & Reviewing SLOs/PLOs, to be held on Monday, March 25, 2013. Dr. Aviles invited committee members to attend.

9. OTHER

a. Revised SLOs

None.

b. Revised PLOs

None.

c. SLO Meeting dates for Spring 2013: March 11, March 25, April 8, April 22, May 13

10. ADJOURNMENT

The February 25, 2013 Student Learning Outcomes Committee meeting was adjourned at 4:38 p.m. by Dr. Fredy Aviles, Chair.

MEMBERS PRESENT			
Dr. Fredy Aviles, Chair	Kim Covell	Willard Howard	Wendy Stout
Stacey Adams	Dr. Irit Gat	Dr. Tom O’Neil	William Vaughn
Carolyn Burrell	Dr. Robert Harris	Dr. Bassam Salameh	Aeron Zentner
MEMBERS ABSENT		GUESTS PRESENT/EX-OFFICIO MEMBERS	
Leslie Baker	Dr. Irit Gat		
Yvette Cruzalegui	Dr. Glenn Haller		

NON-DISCRIMINATION POLICY

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LCOMES

: ANTH 101L

al Anthropology Laboratory

Institutional Learning Outcomes

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

Learning Outcome(s) and Program Learning Outcome(s) each Student Learning Outcome will support. Specifically describe the role of each outcome and the achievement target that will determine successful completion of the outcome. *Submit a signed copy of this document to mparker@avc.edu.*

STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
Scientific method to physical data and problems, including: synthesis, hypothesis testing, and	One or more of the following: 1. Laboratory reports, laboratory exercises and/or homework problems. 2. Multiple choice questions, short answers and/or essay exam with standardized grading rubric. 3. Research paper with standardized grading rubric. The SLO is considered met when 70% of students score at least 70% on the assignment (s).
Components of the human skeletal	One or more of the following: 1. Laboratory reports, laboratory exercises and/or homework problems. 2. Multiple choice questions, short answers and/or essay exam with standardized grading rubric. The SLO is considered met when 70% of students score at least 70% on the assignment (s).
Features based upon morphology.	One or more of the following: 1. Laboratory reports, laboratory exercises and/or homework problems. 2. Multiple choice questions, short answers and/or essay exam with standardized grading rubric. The SLO is considered met when 70% of students score at least 70% on the assignment (s).
Evolutionary significance of changes in the hominin record.	One or more of the following: 1. Laboratory reports, laboratory exercises and/or homework problems. 2. Multiple choice questions, short answers and/or essay exam with standardized grading rubric. 3. Research paper with standardized grading rubric. The SLO is considered met when 70% of students score at least 70% on the assignment (s).

_____ Date: _____ SLO Committee Approval: _____ Date: _____

March 2011



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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February 11, 2013

Dr. Jackie Fisher, Sr.
Superintendent/President
Antelope Valley College
3041 West Avenue K
Lancaster, CA 93536

Dear President Fisher:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 9-11, 2013, reviewed the Follow-Up Report submitted by the Antelope Valley College. The Commission took action to require that the institution complete a **Follow-Up Report in conjunction with the Midterm Report.**¹ The report will be followed by a visit by Commission representatives.

The Commission requires that the Midterm and Follow-Up Reports be submitted by **October 15, 2013**. The Follow-Up Report should demonstrate that the institution has addressed the recommendations noted below, resolved the deficiencies, and now meets Accreditation Standards.

Recommendation 1:

In order to comply with the standards, it is recommended that the college modify its processes to create documentation and other forms of evidence that can be used to reveal the college's progress toward implementation of Student Learning Outcomes (SLOs) and assessment of those outcomes. More specifically, the team recommends that to show compliance with the standards that the college:

- a. Develop a method to monitor progress made when implementing activities identified in program reviews to include listing steps in action plans, listing of individual student learning outcomes for each course, and assessment activities matched against progress made to achieve assessment activities. (I.B.3)
- b. Provide evidence in the form of documents or other deliverables to result from the operation of the integrated planning cycle. (I.B.3)
- c. Provide evidence that outcomes demonstrate the integrated planning cycle, from student learning outcomes to making budget decisions. (I.B.5)

Dr. Jackie Fisher, Sr.
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February 11, 2013

- d. Assess Program Learning Outcomes (PLOs) and provide evidence of program, student service, and administrative changes and improvements that result because of changes made. (II.A.1.a; II.A.1.c)

Recommendation 2:

To meet the standards, to raise the quality of instructional programs, and to instill a culture of evidence across the college the team recommends the following practices be institutionalized:

- a. To meet the standards it is recommended that when curriculum is being modified and at other appropriate points in time, the college establish clear connections with and document the involvement of members of professions, associations and professional organizations in order to demonstrate input from vocational/occupational advisory boards, and experts in the field to ensure the College is able to verify that the quality of educational programs is based on experts in the profession. (II. A.2.b)
- b. To ensure each department is being consistently evaluated under the program review process it is recommended that the college develop a list of minimum areas considered to ensure a rigorous self examination is conducted consistently across the college. (II.C.1)
- c. To meet the standards requirement that adequate resources be allocated to support the Library function of the college, it is recommended that the college conduct a comparative analysis against other similarly sized colleges to assess whether the amount of resources to meet the needs of students who rely on the Library to complete their educational goals. (I.B.7)
- d. To meet the standards and to enhance the effectiveness of its technology, it is recommended that the college adjust its technology advisory committee structure to ensure that the needs of administrative and instructional computing are equally well addressed, and that this dialogue then results in equitable priorities, implementation, and budget allocations for all technology needs. (III.C.1, III.C.1.d.)

Recommendation 4:

To comply with the standards, it is recommended that the college, when making its short-range financial plan, e.g., the annual budget of the college, consider its long-range financial obligation to pay the cost of the GASB 45 - Other Post- Employment Benefits (OPEB) as the costs are incurred instead of delaying payment to some future date. Specifically, the college is encouraged to prepare a comprehensive plan to prevent disruption of services offered to students by paying the Annual Required Contribution (ARC) determined using generally accepted accounting principles into an irrevocable trust fund at the amount equal to the actuarially determined Annual Required Contribution. (III.D.1.c)

Dr. Jackie Fisher, Sr.
Antelope Valley College
February 11, 2013

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with Standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take adverse action. While Recommendations 1, 2, and 4 were identified as deficiencies in 2010, the Commission has extended Antelope Valley College's time to correct the deficiencies associated with these Recommendations. However, the College must fully resolve these deficiencies by **October 2013** or the Commission will be compelled to act.

The Follow-Up Report will become part of the accreditation history of the college and should be used in preparing for the next comprehensive evaluation. The Commission requires that you give the report and this letter appropriate dissemination to your college staff and to those who were signatories of your college report. This group should include campus leadership and the Board of Trustees.

The Commission also requires that the College's Follow-Up Report and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.*

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Ms. Sharon Lowry, Accreditation Liaison Officer
Board President, Antelope Valley CCD
Dr. Steven M. Kinsella, Superintendent/President, Gavilan College, Team Chair

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. It contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).

SLO Committee Revision Process

Proposal 1:

When a course is revised through AP&P in Curricunet, the SLO committee co-chair shall indicate by selecting the appropriate checkbox whether SLO/PLO revision is necessary. The SLO Committee Faculty Co-chair shall review SLO and PLO revisions before bringing them to the SLO committee for a more thorough review. In order to be considered, faculty must use the appropriate SLO/PLO revision form available through the SLO committee website.

Any change considered a minor revision will be approved by the faculty co-chair and forwarded to Melissa Jauregui for recording. The SLO co-chair will also indicate approval in Curricunet by selecting the appropriate checkbox. Notification of approval will be sent to the faculty that submitted the revised SLOs/PLOs so that the relevant changes can be made in WEAVE and assessment can continue.

Any change considered a major revision or one requiring clarification will be brought to the committee for a full review. If such change requires a revision of the course itself, the faculty member submitting the revision will be notified that the course must be revised through AP&P so that those changes can be incorporated into WEAVE.

The SLO Committee defines minor and major revisions in the following way:

Minor Revision:

- A revision that involves a change in the wording of the SLO/PLO but not its basic content.
- A change in the assessment method or achievement target of the SLO/PLO.
- A change in the number of SLOs/PLOs that still assesses the same basic content (e.g. 1 SLO is split into 2).
- Any other change in the SLO/PLO that does not necessitate a change in the course objectives.

Major Revision:

- A change in the basic content of the SLO/PLO such that it no longer incorporates all course objectives or reflects those objectives inaccurately.
- Any change that requires a revision of course objectives or the course itself.

Response from Melissa Jauregui concerning Proposal 2:

Please note, in order for the SLO's to appear after the objectives on the COR as stated below, that data would need to be entered into CurricUNET since the COR is generated from CurricUNET. We do not have a way to add the SLOs on the COR if they are not entered into CurricUNET.

Once the data is entered, and if edits are needed as described below, those revisions could be done directly in CurricUNET and the SLO Committee could then have a paperless approval process. If the intention of AP&P and the SLO committee is to have this information entered into CurricUNET so it appears on the COR, I believe this would need to be approved or supported by the Academic Senate since in the past this was a point of contention.

Please advise.

Sincerely,

Melissa Jauregui
Academic Affairs Technician
P: 661-722-6317

List of programs without PLOS as 10-22-12

- P: Air Conditioning & Refrigeration-Air Conditioning Specialist (Programs (PLOS))**
- P: Air Conditioning & Refrigeration-Refrigeration Specialist (Programs (PLOS))**
- P: Automotive Technology-Driveability, Emissions & Electrical (Programs (PLOS))**
- P: Automotive Technology-Engine and Drive Trains (Programs (PLOS))**
- P: Computer Information Science-Business Computer Info. Science (Programs (PLOS))**
- P: Computer Information Science-Computer Software Developer (Programs (PLOS))**
- P: CSU - General Education (Programs (PLOS))**
- P: Digital Media-Digital Printing (Programs (PLOS))**
- P: Digital Media-Graphic Design (Programs (PLOS))**
- P: Digital Media-Interactive Media-Web Design (Programs (PLOS))**
- P: Digital Media-Video Design & Production (Programs (PLOS))**
- P: Drafting/Computer Aided Design (Programs (PLOS))**
- P: Education- Instructional Aide (Programs (PLOS))**
- P: Electrical Technology (Programs (PLOS))**
- P: Electronics Technology (Programs (PLOS))**
- P: Engineering (Programs (PLOS))**
- P: Engineering-Engineering Technology (Programs (PLOS))**
- P: English-English - Non-Transfer (Programs (PLOS))**
- P: English-English - Transfer (Programs (PLOS))**
- P: IGETC - General Education (Programs (PLOS))**
- P: Liberal Arts and Sciences-Option I - Math and Sciences (Programs (PLOS))**
- P: Liberal Arts and Sciences-Option III - Arts and Humanities (Programs (PLOS))**
- P: Mathematics (Programs (PLOS))**
- P: Photography-Commercial & Photographic Imaging-Commercial Photography (Programs (PLOS))**
- P: Physical Education (Programs (PLOS))**
- P: Physical Sciences (Programs (PLOS))**
- P: Real Estate (Programs (PLOS))**
- P: Real Estate-Real Estate Broker (Programs (PLOS))**
- P: Real Estate-Real Estate Salesperson (Programs (PLOS))**
- P: Welding (Programs (PLOS))**

FPD Credit for Assessment Facilitators (Formerly WEAVE Facilitators)

Responsibilities of Facilitators-

- 1- Aggregate and enter SLO data
- 2- Lead/facilitate discussions related to data analysis and action plans
- 3- Enter action plans and supporting documents/evidence
- 4- Communicate with divisional representative as needed
- 5- FPD credit awarded according to the following formula:

of course sections X .5 hours= FPD credit

Maximum credit per semester= 10 hours

SLO Committee Member Responsibilities:

- Coordinate SLO functions within their respective division/area.
- Liaison for AP&P and SLO issues with AP&P Rep.
- Attend WEAVE training each semester; facilitate and troubleshoot basic WEAVE-related questions/issues.
- Support the work of Assessment Facilitators with individualized training, assistance with SLO/PLO/OO development, reminders of deadlines and due dates, etc.
- Report back to divisions/areas with SLO-related issues and report specific questions/issues back to SLO Committee.
- Track WEAVE data entry.
- Randomly sample, review and evaluate SLO/PLO/OO compliance and revisions for their respective divisions/areas.
- Facilitate PLO/OO work for programs within the division/area, including discussion related to analysis and revision, data collection, and action plan entry.
- Run routine WEAVE reports for the division and facilitate dissemination of SLO-related data. (This is not meant to replace the work of DIERP, but to be another gateway for data access.)
- Facilitate, with other members of the SLO Committee, SLO-related events at Fall and Spring Welcome Back Days.
- Facilitate, with other members of the SLO Committee, at least two other SLO-related training events each academic year.
- Attend SLO Committee meetings regularly and participate in the review of proposed and revised SLOs/PLOs/OOs, newsletter production, and development of SLO-related processes and procedures.