



**ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING**

April 8, 2013

Agenda

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. March 25, 2013 Meeting**
- 5. REPORTS**
 - a. FPD: Revising & Reviewing SLOs/PLOS - Monday 3/25, 6-9 pm (SSV 151)**
 - b. Department of Institutional Effectiveness, Research, and Planning – A. Zentner**
- 6. ACTION ITEMS**
 - a. Commercial Photography PLOs**
 - b. Physics AS-T PLOs**
 - c. Child & Family Education AS-T PLOs**
 - d. SOC 116 SLOs**
- 7. DISCUSSION ITEMS**
 - a. Counseling PLOs**
 - b. Definition of OOs**
 - c. Action Plan Example**
 - d. Flex Presentations**
- 8. ADMINISTRATIVE BUSINESS**
 - a. SLO-Related Events – FPD: SLOs/PLOS Closing the Loop, Monday 4/15, 6-9 pm (SSV 151)**
- 9. OTHER**
 - a. Revised SLOs: Ed 141, Ed 145, PSY 235**
 - b. Revised PLOs: none**
 - c. SLO Meeting dates for Spring 2013: 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
April 8, 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 April 8, 2013 Student Learning Outcomes (SLO) Committee meeting was called to order at 3:05 p.m. by Dr. Fredy Aviles, Chair.

2. OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR

Dr. Fredy Aviles reported that he will be attending conferences on April 19, 2013 and May 3, 2013, where he hopes to get clarification regarding the definitions of Operational Outcomes (OOs) and Program Learning Outcomes (PLOs).

3. OPEN COMMENTS FROM THE PUBLIC

None.

4. APPROVAL OF MINUTES

a. March 25, 2013 Student Learning Outcomes Committee Meeting

A motion was made and seconded to approve the minutes of the March 25, 2013 Student Learning Outcomes Committee meeting. Motion carried.

5. REPORTS

a. FPD: Revising & Reviewing SLOs/PLOs - Monday March 25, 2013, 6-9 pm (SSV 151)

Dr. Aviles reported that he recently facilitated the Faculty Professional Development activity *Revising & Reviewing SLOs/PLOs*. He stated the activity was poorly attended, but generated lively discussion. Attendees were updated on the upcoming revisions for SLOs and PLOs.

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

None.

6. ACTION ITEMS

a. Commercial Photography PLOs

A motion was made and seconded to approve the Commercial Photography PLOs.

Dr. Aviles stated that Mr. Aeron Zentner has been working with the responsible faculty member on the Commercial Photography PLOs. Dr. Robert Harris noted the program assessment cycle is missing. Dr. Aviles stated that he would ask that this be completed.

Motion carried.

b. Physics AS-T PLOs

A motion was made and seconded to approve the Physics AS-T PLO.

Members noted grammatical errors and that the assessment methods are not standard. Dr. Harris questioned whether the gain is adequate to meet what California State Universities (CSUs) would need for a transferring student. Mr. Bill Vaughan noted that SLOs are not be used against a student or teacher, and that this is never going to be applied that way. The consensus was to invite Mr. Christos Valiotis or a Physics faculty member to present and explain the Physics AS-T PLO at a future meeting.

Motion failed.

c. Child & Family Education AS-T PLOs

A motion was made and seconded to approve the AS-T PLOs.

Dr. Aviles explained the PLOs are the same as the ones previously approved, but are now for a transfer degree.

Motion carried.

d. SOC 116 SLOs

A motion made and seconded to approve the SOC 116SLOs.

Ms. Angela Davis was present to address member recommendations for language to address subjectivity and scoring with a faculty-developed rubric.

Motion carried with recommended changes.

7. DISCUSSION ITEMS

a. Counseling PLOs

Dr. Lee Grishman was present to discuss PLOs. Dr. Grishman discussed OOs being specific towards administrative units and areas like counseling that do not really fit that definition. Ms. Carolyn Burrell identified the need to have a system to enter the data into WEAVE for programs like counseling. Because they do not have a course reference number (CRN), their outcomes cannot be entered into WEAVE as PLOs. Dr. Robert Harris noted that a program can be defined as a series of courses leading to a degree, but questioned whether other forms of teaching such as those done in counseling can be regarded as programs and thus be captured in PLOs. Dr. Aviles agreed, but discussed the idea of changing some of the names i.e. *Academic Programs vs. Service Programs* in order to maintain a distinction between those forms of teaching.

Dr. Tom O'Neil noted that when Dr. Aviles returns from his conference, we will have a clear understanding of how to move forward. Dr. Aviles directed members to contact colleagues at other schools to see their processes.

b. Definition of OOs

Aeron not here but related. (attachment)

Item tabled in Mr. Aeron Zentner's absence.

c. Action Plan Example

Dr. Aviles discussed the need to identify a good example of an action plan that can be used a model for others to follow. A good action plan would be one that clearly links assessment data to budgetary decisions. Wendy Stout mentioned that they have several good examples in Health Sciences. Dr. Aviles said he would like to see them so they can be presented during Faculty Professional Developments and during Welcome Back. Several programs in the Health Sciences have an outside agency set strict standards for them that must be followed and thus makes it easier to see the connection between data, action plans, and funding requests. Other programs can learn from these though they may not have an outside agency that sets their standards. Dr. Aviles is seeking these types of examples. Dr. O'Neil defined this as an accreditation requirement for closing the loop, and noted that this is exactly what is required.

d. Flex Presentations

Item tabled.

8. ADMINISTRATIVE BUSINESS

a. SLO-Related Events – FPD: SLOs/PLOS Closing the Loop, Monday April 15, 2013, 6-9 pm (SSV 151)

9. OTHER

a. Revised SLOs: Ed 141, Ed 145, PSY 235

b. Revised PLOs: none

c. SLO Meeting dates for Spring 2013: April 22, May 13

10. ADJOURNMENT

The Student Learning Outcomes committee meeting of April 8, 2013, was adjourned at 4:30 p.m. by Dr. Fredy Aviles, Chair.

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

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.

Approved: April 22, 2013 Student Learning Outcomes Committee Meeting

General Information:

See examples posted in the PLO Sample File for additional guidance when completing your program information.

Once completed, post the entire file in the WEAVE Document Repository for your program and submit a signed hard copy of the PLO and Assessment page to the SLO Committee mailbox. When the SLO Committee has reviewed the completed file and verified appropriate completion of each page, email acknowledgement will be sent to the area dean. At this point, PLOs and assessments should be entered in WEAVEonline under the appropriate program degree and/or certificate entity.

For assistance, please contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu should you need assistance.

Instructions:**PLOs and Assessment:**

Use this page to document the PLOs and assessment strategies developed for your program. Once the file is complete, submit a hard copy with the area dean's signature to the SLO Committee mailbox. **See Sample PLO and Assessment page if you need additional guidance.**

Program Assessment Cycle:

Document the expected assessment cycle for your program. **See Assessment Cycle Samples #1 and 2 if you need additional guidance.**

Curriculum Map:

List each course that is part of your program. Indicate which courses are required. Use I, D, and M designations to indicate the level at which each PLO is addressed and assessed in each course. **See Curriculum Map Samples #1 and 2 if you need additional guidance.**

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Photography- Commercial and Photographic Imaging

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.

Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support.

Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome.

Submit a signed copy of this form to the SLO committee mailbox.

if this is an instructional program, a curriculum map must be completed. All programs must attach a proposed cycle of assessment.

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1, 3, 4	Students will explore advances in photographic equipment and technology (PHOT 107, SLO 3).	M: Written or oral exam AT: 80% of students will score 70% or higher on the exam.
1, 3, 4	Students will demonstrate proficiency of fundamental aspects of Black and White photography (PHTC 101, SLO 1).	M: Completion of portfolio, assignments and instructor observations of practices in B/W photography methods AT: 80% of students will complete assignments with 80% or higher.
1, 3, 4	Students will design, manipulate and digitally generate photographs using industry standard software and equipment (PHTC 125, SLO 2).	M: Grading rubric on fundamental aspects of projects AT: 75% of students successfully understand composition of the photographic image and are able to digitally manipulate their photographs.
1, 3, 4	Students will assess appropriate use for each type of camera in order to fit the environment for the best result (PHTC 203, SLO2).	M: Demonstration AT: 75% of students will succeed in ability to evaluate the differences, limitations, and benefits of each type of camera at a passing level of 80%.
1, 3, 4	Identify various career possibilities and industry leaders in the photographic industry (PHTC 275, SLO 3)	M: Genre research and presentation of findings through an oral report and presentation AT: 80% of students will complete assignments with 80% or higher.

Area Dean Approval: _____ Date: _____ SLO Committee Approval: _____ Date: _____

General Information:

This informational file must be completed and submitted when PLOs for your program are developed. See examples posted in the PLO Sample File for additional guidance when completing your program information.

Once completed, post the entire file in the WEAVE Document Repository for your program and submit a signed hard copy of the PLO and Assessment page to the SLO Committee mailbox. When the SLO Committee has reviewed the completed file and verified appropriate completion of each page, email acknowledgement will be sent to the area dean. At this point, PLOs and assessments should be entered in WEAVEonline under the appropriate program degree and/or certificate entity.

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Program Assessment Cycle:

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Curriculum Map:

List each course that is part of your program. Indicate which courses are required. Use I, D, and M designations to indicate the level at which each PLO is addressed and assessed in each course. See Curriculum Map Samples #1 and 2 if you need additional guidance.

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Physics AS-T

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.

Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome.

If this is an instructional program, a curriculum map must be completed. All programs must attach a proposed cycle of assessment.

Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support.

Submit a signed copy of this form to the SLO committee mailbox.

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
2,3	Students will demonstrate an understanding of the fundamental principles and concepts of physics that include mechanics, electromagnetism, thermodynamics, modern physics, and quantum mechanics (Knowledge-based PLO).	Cumulative performance on physics concept inventory tests administered pro and post instruction during all core courses. A cumulative normalized score on knowledge gain of 48% will indicate a level of above average. A gain of 60% will indicate mastery.
2,3,4	Students will competently apply this knowledge and analyze physical systems by constructing mathematical models in which they identify the essential aspects of a problem, formulate a strategy for solution, make appropriate approximations, evaluate the correctness of their solution, and communicate their work clearly (Critical and analytical thinking-PLO).	Student performance will be measured by cumulative assessment scores on setting up and developing open ended solutions to real life applications of physics problems. Course instructors will extract student scores on open ended problems from each course's final test each semester. The achievement target will be initially set at 60% of perfect until analysis of pilot phase and/or first cycle of data. Revisions will be instituted after the pilot phase and/or first cycle of assessment.
2,3,4	Students will use basic computational techniques for modeling physical systems including those that don't have analytical answers (Computational-PLO).	Student performance will be measured by cumulative assessment scores on setting up and developing open ended solutions to real life applications of physics problems. Course instructors will extract student scores on open ended problems from each course's final test each semester. The achievement target will be initially set at 60% of perfect until analysis of pilot phase and/or first cycle of data. Revisions will be instituted after the pilot phase and/or first cycle of assessment.
2,3,4	Students will explore physical systems by setting up experiments, collecting and analyzing data, identifying sources of uncertainty, and interpreting their results in terms of the fundamental principles and concepts of physics (Experimental hands-on application PLO).	Student performance will be measured by the cumulative student score on all laboratory assignments for all core courses. The achievement target will be initially set at 90% of perfect score until further analysis of pilot phase scores and/or first cycle scores.
2,3,4	Students will communicate physics concepts, processes, and results effectively, both verbally and in writing (Communication PLO).	Each core course has a laboratory assigned to it. For each of the 12 to 14 laboratory activities students are expected to prepare a written report. In addition, in order to measure the students' oral presentation skills, instructors will require students to present orally to the whole class the findings and results of at least 2 laboratory activities. A rubric will be developed to assist in scoring (forthcoming). The achievement target will be set after the pilot phase in order to give instructors the opportunity to evaluate the efficacy of the scoring rubric.

General Information:

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PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Child and Family Education AS-T

Institutional Learning Outcomes
<ol style="list-style-type: none"> Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society. Identify career opportunities that contribute to the economic well being of the community.

Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support.

Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome.

Submit a signed copy of this form to the SLO committee mailbox.

If this is an instructional program, a curriculum map must be completed. All programs must attach a proposed cycle of assessment.

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1,2,4,5	PLO#1-Students will integrate needs, characteristics, and multiple influences on the development of children birth to age eight as they develop, implement, and evaluate early childhood program practices.	Students will be assessed through comprehensive essay questions on the CFE 201 and 202 final exams. 85% of CFE 201 students will score 70% or above on the comprehensive exam questions. 95% of CFE 202 students will score 70% or above on the comprehensive exam questions.
1,2,3,4,5	PLO #2- Students will intentionally use systematic observations, documentation, and other assessment strategies in the design, implementation, and evaluation of environments, curricula, and activities that support learning through developmental play and positive learning outcomes.	Students will be assessed through the Learning Plan projects required in CFE 201 and 202. 75% of CFE 201 students will score 75% or above on the Learning Plan assignment. 90% of CFE 202 students will score 75% or above on the learning Plan assignment.
1,2,4,5	PLO #3- Students will demonstrate positive interaction strategies that support all children's learning, identity, and self-confidence.	Students will be assessed through the CFE 201 and 202 final assessments completed cooperatively with mentor teachers and the course instructors. Assessments will reflect no concerns related to children's health and safety. 95% of students in both CFE 201 and 202 will receive no score lower than 3 (satisfactory) on the final assessment.
1,2,4,5	PLO #4- Students will develop strategies that promote respectful, reciprocal partnerships between program teachers, families, and their communities.	Students will be assessed through the CFE 201 and 202 Learning Plan Evaluations completed by mentor teachers. 95% of both CFE 201 and 202 students will receive no score lower than 3 (satisfactory) on the Learning Plan Evaluations.
1,2,4,5	PLO #5- Students will evaluate and incorporate ethical standards and professional behaviors that deepen understanding, knowledge, and commitment to the early childhood profession.	Students will be assessed through comprehensive essay questions on the CFE 201 final exam. 95% of students will correctly identify ethical solutions to two out of three ethical dilemmas posed on the final exam. 100% of both 201 and 202 students will correctly describe the Ethical Code of Conduct of the National Association for the Education of Young Children as the source for ethical decision making in the field.

PROGRAM NAME		Child and Family Education				
DIVISION		Health Sciences				
DEPARTMENT		Child and Family Education				
DATE APPROVED						
DEGREE		<input checked="" type="checkbox"/>				
CERTIFICATE		<input checked="" type="checkbox"/>				
REQUIRED FOR PROGRAM	COURSE NAME (Ex: AERO 120)	: I = Introduced D = Developed M = Mastery				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
<input checked="" type="checkbox"/>	CFE 101	I	I	I	I	I
<input checked="" type="checkbox"/>	CFE 102	I,D	I,D	I	I	
<input checked="" type="checkbox"/>	CFE 103	D	D	D	D	D
<input checked="" type="checkbox"/>	CFE 104	D	D	D	D	
<input checked="" type="checkbox"/>	CFE 105	D	D	D	D	D
<input checked="" type="checkbox"/>	CFE 106	I,D	I,D	I,D	I,D	
<input checked="" type="checkbox"/>	CFE 115	D,M	D,M	D,M	D,M	D,M
<input checked="" type="checkbox"/>	CFE 201	D,M	D,M	D,M	D,M	D,M
<input checked="" type="checkbox"/>	CFE 202	D,M	D,M	D,M	D,M	D,M
<input checked="" type="checkbox"/>	CFE 211	D	D	D	D	D
<input type="checkbox"/>	ART 160					
<input type="checkbox"/>	CFE 107	D	D	D	D	D
<input type="checkbox"/>	CFE 109	D	D	D	D	D
<input type="checkbox"/>	CFE 110	M	D	D	D	D
<input type="checkbox"/>	CFE 111	M	D	D	M	M
<input type="checkbox"/>	CFE 113	D	D	D	D	D
<input type="checkbox"/>	CFE 114	I,D	I,D	I,D	I,D	
<input type="checkbox"/>	CFE 116	D	D	D	D	D
<input type="checkbox"/>	CFE 120	D	D	D	D	D
<input type="checkbox"/>	CFE 122	I,D	I,D	I,D	I,D	I,D
<input type="checkbox"/>	CFE 150	I,D	I	I,D	I,D	
<input type="checkbox"/>	CFE 151	I,D	I	I,D	I,D	
<input type="checkbox"/>	CFE 152	I,D	I	I,D	I,D	
<input type="checkbox"/>	CFE 155	I,D	I	I,D	I,D	
<input type="checkbox"/>	CFE 156	I,D	I	I,D	I,D	
<input type="checkbox"/>	CFE 157	I,D	I	I,D	I,D	
<input type="checkbox"/>	CFE 199	D				D
<input type="checkbox"/>	NF 100	D			D	
<input type="checkbox"/>	NF 102	D			D	
<input type="checkbox"/>	DA 103	I, D			D	
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<input type="checkbox"/>						

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: SOC116

COURSE TITLE: Sociology of Gender

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.

Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. *Submit a signed copy of this form to the SLO Committee mailbox. Submit an electronic copy to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1,3		SLO 1: Examine and evaluate social, historic and political components of gender from a sociological and interdisciplinary perspective.	Exams will be given using both an essay/short answer or multiple choice. The SLO is considered met when 70% of the semesters students for this course achieve a score of 70% and above for SLO 1.
3,4		SLO 2: Consider the diversity in gender roles within the US and abroad. Illustrate a knowledge of gender diversity as it applies to achievement.	Term Papers; research, abstract, reports or oral presentation will be utilized to ensure student understanding of the SLO. The SLO is considered met when 70% of the terms students for this course achieve a score of 70% and above for SLO 2.
2,4,5		SLO 3: Discuss, evaluate and explain practical techniques designed to promote equality at all levels of society and to promote peaceful gender relations.	Exams and/or quizzes will be given using short answer and multiple choice questions. This SLO is considered met when 70% of the semesters students for this course achieve a score of 70% and above for SLO 3.

Area Dean Approval: _____

Date: _____

SLO Committee Approval: _____

Date: _____

Here is a definition I feel that it fitting to our OOs

Operational outcomes are defined as entities that exist to provide operational services and organizational support. These entities manage and maintain the institutional infrastructure in order to provide an environment conducive to student learning. Operational outcomes are to be developed so that, once measured, individual entities can evaluate their own level of performance measured against locally established criteria of success.