

ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
October 24, 2011
3:00 p.m. – 4:30 p.m.
A141 Conference Room

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. October 10, 2011 (attachment)
5. **REPORTS**
 - a. Updates from the Office of Institutional Research and Planning – T Younglove/A Voelcker
7. **ACTION ITEMS**
 - a. PLOs:
 - Air Conditioning & Refrigeration (attachment)
 - GIS (Attachment)
 - b. SLOs:
 - HD 102 (Attachment)
8. **DISCUSSION ITEMS**
 - a. G.E. PLO Plans – M Parker/T Younglove
 - b. Fall Assessment Week - T Younglove/M Parker
 - c. Committee Membership Changes – M Parker (attachment-revised from last meeting)
 - d. SLO Facilitation Changes – M Parker (attachment-revised from last meeting)
9. **ADMINISTRATIVE BUSINESS**
 - a. SLO Related FPD Events for fall 2011 – Your participation is Welcome!!
 - “SLOs: From Data to Action Plans - November 15, 2011
 - “WEAVE: Basic Training” – October 26, 2011 and November 30, 2011
 - “WEAVE: Refresher Training – November 30, 2011
 - b. Fall 2011 Assessment Week – November 14th – 18th, 2011
 - c. Fall 2011 WEAVE Week – November 28th – December 2, 2011
 - d. Fall 2011 WEAVE Data Days – December 13 – 14, 2011
10. **OTHER**
 - a. Future SLO Meeting dates for fall 2011: Only two meetings left! November 14, 2011; and November 28, 2011
11. **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 COMMITTEE
October 24, 2011**

1. CALL TO ORDER AND ROLL CALL

Ms. Melanie Parker, Student Learning Outcomes (SLO) Faculty Co-Chair, called the October 24, 2011 SLO Committee meeting to order at 3:07 p.m.

2. OPEN COMMENTS FROM THE CHAIR

- Ms. Melanie Parker announced there are only two SLO Committee meetings remaining for the fall semester and a great deal of work to complete in the next month.
- The committee will need to begin discussing how the spring 2012 Welcome Back Day breakout session should be handled. Committee members were encouraged to begin brainstorming ideas and forward them to Ms. Parker to begin compiling a list.
- There are several disciplines that need assistance with completing PLO work. Committee members were encouraged to work with the discipline faculty to ensure PLO work is completed.

◆ Commercial Music	◆ Education
◆ Communication Studies	◆ Engineering
◆ Deaf Studies	◆ English
◆ Drafting/CAD	

3. OPEN COMMENTS FROM THE PUBLIC

None

4. APPROVAL OF MINUTES

a. October 10, 2011 (attachment)

A motion was made and seconded to approve the October 10, 2011 SLO Committee minutes. Motion carried.

5. REPORTS

a. Department of Institutional Research and Planning - T. Younglove/A. Voelcker

- Mr. Ted Younglove announced he had just returned from serving on an Accreditation Visiting Team. This was a great experience and provided a great deal of insight on the Accreditation process. Ultimately, it highlighted the need for AVC's diligence in future Accreditation cycles. There were several areas that cannot be overlooked. The SLO/PLO Assessment process are significant issues for all community colleges at this time, but for accreditation purposes, visiting teams are looking at how the SLO/PLO Assessment process is linked to the Program Review process, and the budgeting and planning process. Mr. Younglove expressed his concern in the area of linking assessment data to budgets as this is not currently the process which is occurring on campus. Every budget request should include outcomes supporting and documenting why a budget would be necessary.
- Mr. Younglove reported he met with Mr. Tom Brundage, Interim Vice President of Administrative Services, to determine where the area of Administrative Services stands in terms of Operational Outcomes (OOs). The area has made no efforts to assess OOs for the past two years. Mr. Younglove will be working on a collaborative training session for all areas of Administrative Services to begin a big push to assess OOs. Additionally, Mr. Younglove will be conducting an OO training session for Student Services areas as well.

6. ACTION ITEMS

a. Approval of PLOs

- **Air Conditioning and Refrigeration (attachment)**

A motion was made and seconded to approve the Air Conditioning and Refrigeration PLO as revised. Committee members approved amending the agenda to remove this action item. Committee members reviewed the Air Conditioning and Refrigeration PLO and found some additional corrections needed to be made. Ms. Melanie Parker will contact Ms. Maureen Rethwisch, Administrative Assistant, to request corrections. Motion carried as corrected.

- **GIS (attachment)**

A motion was made and seconded to approve the GIS PLO as corrected. Committee members reviewed the submitted GIS PLO and expressed concern regarding the assessment methods. The faculty included a specific course as well as a course grouping in the assessment evaluation when the PLO should primarily be assessed at the designated Master level. Committee members were in consensus that the PLO could be tightened up for assessment purposes. Ms. Parker will contact the discipline faculty and detail the changes that need to be made to refine the PLO for approval purposes. Motion failed.

b. Approval of SLOs:

- **HD 102 (attachment)**

A motion was made and seconded to approve the HD 102 SLO. Committee members reviewed the submitted HD 102 PLO and were concerned that SLO #2, and #3 are too general. In addition, there are no specific achievement targets provided with the assessment method. Ms. Parker indicated she would speak with Dr. Robert Harris and detail the concerns of the committee for revision. Motion failed.

7. DISCUSSION ITEMS

a. G.E. PLO Plans – M. Parker/T. Younglove

Mr. Ted Younglove stated during the Assessment week (Nov. 14 – 18, 2011) he is going to distribute a General Education (GE) PLO assessment student survey. He will distribute the survey in hard copy form to a selected sample of expected mastery level GE courses to obtain a cluster sample of data. At the present time this is a workable plan which may need to be refined in the future but at this point we must begin working on obtaining assessment data. Initiating a survey is a good start. Ms. Parker will be creating a Curriculum Map of GE courses showing where each of the GE PLOs are addressed in the courses as part of the programs. She will distribute the drafted map to the faculty teaching the courses to determine if it is on target in regards to language and designation. For accreditation purposes, they desire to see the developmental steps a campus is making and demonstrating that the campus is learning along the way. The initial steps in the process will not be perfect but will provide a baseline of information to work from. Ms. Patricia Márquez stated that in the 2010 Self-Study Report we indicated the campus would develop a tool and would suggest attending an upcoming Counseling meeting to present the GE PLO assessment process. In addition, it may be helpful to research other colleges that have completed this process to determine if there is anything the campus can implement without reinventing a completely new process. Ms. Parker indicated she would email the committee with information regarding a Power Award given to for excellence in GE assessment at Santa Monica College. We may want to consider modeling our GE assessment processes accordingly.

b. Fall Assessment Week – M. Parker/T. Younglove

Ms. Parker reported Fall Assessment week is scheduled to occur November 14 – 18, 2011. Each day during this specified week some sort of activity will be scheduled to move the campus forward in assessments. The following is a tentative schedule of events:

Monday, November 14, 2011 – General Assessment Session (4:30 p.m. to 6:00 p.m. in LS1 132)

Tuesday, November 15, 2011 – Deans and Administrative Council Session

Tuesday, November 15, 2011 – SLO: From Data to Action Plans (Flex event – 5:00 p.m. to 7:00 p.m. in SSV 151)

Wednesday, November 16, 2011 – General Assessment Session (2:00 p.m. to 3:30 p.m. in L 201)

Thursday, November 17, 2011 – Faculty Panel Discussion #1 (9:00 a.m. to 10:30 a.m. in L 201)

Friday, November 18, 2011 – Faculty Panel Discussion #2 (11:00 a.m. to 12:30 a.m. in L 201)

The General Sessions will include information on OOs (relevant to managers) and a subsection of PLOs/SLOs (relevant for faculty). The Faculty Panel Discussions will include case studies and will be recorded and posted to the web for faculty to view at a later date/time. Mr. Younglove will start publicizing the events via email and with hard copy flyers in campus mailboxes. Ms. Parker stated she needs to speak with Ms. Kathryn Mitchell, Faculty Professional Development Chair, to determine if flex credit can be awarded for these training activities. Ms. Márquez stated the argument can be made that anything that assists faculty in performing their professional work on campus is Professional Development. When the process has been thoroughly implemented and has gone through a complete cycle then it becomes part of a faculty's contractual obligation. Campus faculty are still learning the process and it shouldn't be until the process has gone through a full cycle that the flex credit should be eliminated. Ms. Parker agreed with this statement and would convey these sentiments to the Ms. Mitchell when requesting flex credit for SLO/PLO training activities.

c. Committee Membership Changes – M. Parker (attachment – revised from last meeting)

Ms. Parker indicated revisions were made to the drafted SLO Committee constitution according to feedback received from committee members. She requested members review the revised membership and provide input. Ms. Márquez stated in terms of the Co-Chair position the committee has evolved enough to designate the Dean of Institutional Effectiveness and Planning as the Administrative Co-Chair and has eliminated the need for the Executive President of Academic Affairs and Student Services. In terms of appointments from the Academic Senate there are two ways this can be done. One is to designate two positions, 1) Academic Affairs, 2) Student Services. Another option is to designate three positions: 1) Vocational, 2) Transfer, and 3) Student Services. The committee discussed including someone from the Operational side of the campus, instead of Operational Management use the title Administrative Services or Confidential Management to be inclusive of operational areas. Furthermore, it may be easier to recruit committee members if the terms were reduced to 2 year terms similar to other Academic Senate Standing Committees. Ms. Drake stated she is not sure the committee would need to include additional faculty positions for the Academic Senate since there would be a representative from each division. The larger the committee composition the more difficult it will be to make quorum at each meeting. Ms. Parker indicated she will make the recommended changes and email them to the committee for a final review and approval at the next SLO meeting. Once the committee approves the revised committee composition the recommendation will be forwarded to the Senate for approval.

Ms. Parker requested committee members to review the Committee Member Job Description and review the questions to ensure the revised committee membership will meet the responsibilities of committee members. Committee members reviewed the questions and were in consensus that the revised committee composition would facilitate the work and responsibilities of the members more effectively than the current committee composition. Ms. Parker indicated the committee will have to review the committee purpose and mission to ensure they are reflective of committee work. She will revise the committee responsibilities based on suggested feedback and distribute the corrected draft for committee members to review and approve at the next SLO Committee meeting.

d. SLO Facilitation Changes – M. Parker (attachment – revised from last meeting)

Ms. Parker indicated there has been a great deal of discussion of how to justify Faculty Professional Development credit for faculty working on SLO/PLO assessments. Mr. Voelcker has established a matrix based on the course numbers/sections. Another option is simply designate a chunk of time for all WEAVE Facilitators. Committee members engaged in a brief discussion and determined that it would not be appropriate to simply award a specific amount of time for all WEAVE Facilitators as some will a greater amount of work and perform more assessment work than others. The process needs to be equitable. Committee members were in consensus that the established matrix based on course numbers and sections would be most equitable. Ms. Parker stated the committee will have to thoroughly review the matrix for further discussion. Mr. Voelcker will review the previous cycle to create a small, medium, and large schematic for committee members to review at a future meeting.

8. ADMINISTRATIVE BUSINESS

a. SLO Related FPD Events for fall 2011 – Your participation is Welcome!!

- “SLOs: From Data to Action Plans” – November 15, 2011
- “WEAVE: Basic Training” – October 26, 2011 and November 30, 2011
- “WEAVE: Refresher Training” – October 12, 2011 and November 30, 2011

- b. Fall 2011 Assessment Week – November 14 – 18, 2011
- c. Fall 2011 WEAVE Week – November 28 – December 2, 2011
- d. Fall 2011 WEAVE Data Days – December 13, 2011 – 14, 2011

8. OTHER

- a. Future SLO Meeting dates for fall 2011: Only two meetings left! November 14, 2011; and November 28, 2011

9. ADJOURNMENT

A motion was made and seconded to adjourn the October 24, 2011 Student Learning Outcomes Committee meeting at 4:38 p.m. Motion carried.

MEMBERS PRESENT		ABSENT MEMBERS	
Dr. Fredy Aviles	Melanie Parker	Dr. Robert Harris	<i>Vacant Confidential Management Member</i>
Maggie Drake	Dr. Basaam Saleme	Kim Covell	<i>Vacant Classified Union Member</i>
Dr. Irit Gat	Aaron Voelcker	<i>Vacant AP&P Faculty Member</i>	
Patricia Marquez	Ted Younglove	WEAVE DATA FACILITATOR	
		Stacey Adams	

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: ACRV Program : Air Conditioning

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.

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.

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
3,4	Install, analyze, diagnose and repair air conditioning equipment using proper handtools, meters, gauges and test instruments.	Assessment Methods (AM): Grading of student competencies in the use of tools and specialty equipment in ACRV 222 or 223. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students will have met the PLO.
3,4	Demonstrate proper refrigerant handling techniques in recovery, recycling and reclamation when installing, repairing and removing refrigeration equipment.	Assessment Methods (AM): Grading of student competencies in refrigerant handling assigned ACRV 222 or 223. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students will have met the PLO.
3,4	Analyze systems and components for proper installation, operation and efficiency.	Assessment Methods (AM): Grading of assigned projects for system installation and operation in ACRV 222 or 223. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students will have met the PLO.
3,4	Use prints and drawings including mechanical and electrical schematics and pictorials for job specifications, equipment location and diagnostics.	Assessment Methods (AM): Grading of exams and student competencies of lab projects in ACRV 212 or 213. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students will have met the PLO.
3,4	Diagnose and facilitate repair to the smallest repairable unit on an air conditioning unit.	Assessment Methods (AM): Grading of competencies in diagnostic service calls and invoices in ACRV 222 or 223. A grade of 70% or higher will be considered as meeting the PLO. The achievement target is that 80% of all students will have met the PLO.

**Program Learning Outcomes for the
Geographic Information Systems (GIS) Certificate**

Upon completion of the program, students will:

1. Understand the steps to construct a normalized geodatabase
2. Use the proper cartographic representations necessary to express spatial information
3. Recognize and apply the proper geoprocessing tools and spatial statistics to solve geographic problems
4. Be able to successfully design, implement, and complete a GIS project

Faculty/Staff Member (Please Print) Robert B. Harris

Date Submitted: 05/02/2011

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: HD 102

COURSE TITLE: Readjustment Strategies for Veterans, Their Families and Friends

- 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
2,4	1	Discuss methods for managing various physical, psychological and emotional reactions to wartime military service.	70 percent or better success on short essay quiz at the completion of the course.
2,4	1	Identify community resources that may enable readjustment to civilian life.	70 percent success on a checklist of available services.
2,4	1	Discuss effective interpersonal communication strategies.	70 percent or better success on a short essay quiz at the completion of the course.

Area Dean Approval: L Zimble Date: 10/17/11 SLO Committee Approval: _____ Date: _____



ANTELOPE VALLEY COLLEGE

College Coordinating Council
Committee Information Sheet

PROPOSED Student Learning Outcome Committee 2012 – 2013

Committee Name

	Appointed By	Individual	Term	Expiration Date
Co-Chair	Academic Senate – Faculty	Fredy Aviles	3	
Co-Chair	By Position-where does Academic Affairs VP fit into the picture?	Ted Younglove	Standing Member	Standing Member
Admin. Member	Academic Dean		Standing Member	Standing Member
Admin Member	SS Dean		Standing Member	Standing Member
Research Analyst	By Position	Aaron Voelcker	Standing Member	Standing Member
Divisional Faculty Rep	Business, Computer Studies, and Economic Development		3	
Divisional Faculty Rep	Health Sciences		3	
Divisional Faculty Rep	Instructional Resources/Extended Services		3	
Divisional Faculty Rep	Language Arts		3	
Divisional Faculty Rep	Math, Science, and Engineering		3	
Divisional Faculty Rep	Kinesiology, Dance, and PE		3	
Divisional Faculty Rep	Social and Behavioral Sciences		3	
Divisional Faculty Rep	Technical Education		3	
Divisional Faculty Rep	Visual and Performing Arts		3	
SS Faculty Member	Academic Senate		3	
SS Faculty Member	Academic Senate Do we need two? If so, 1 from counseling and 1 from other areas?		3	
Operational Management Member	Operational Manager Rep Are we using the correct term here?		3	
Classified Member	Classified Employee Rep		3	

Academic Senate Appointees would serve staggered terms, so they would range from 1 to 3 years to start.

Type of Committee/Authority:

Think about these proposals and please come prepared to share your own ideas! Please pay special attention to red print as it represents an update from the 10/10/11 meeting.

FPD Credit for WEAVE Facilitation (Maybe this title becomes “Assessment Facilitator” so it denotes more than data entry and covers any changes to our data management program that may be made in the future?)

Suggested job description of Facilitators-

Please consider what needs to be added or subtracted from this list and ask yourself the following questions:

Are these expectations too high?

Will faculty buy into this?

What is the best way to both cover the bases for collecting, aggregating, and documenting SLO course level data?

Does dividing the responsibility according to number of courses and sections per division make more sense than using a matrix to figure out who gets FPD credit?

Would be able to divide responsibility equitably division by division?

Would a formal application process foster or be a roadblock? (We might need a rubric to equitably decide who is chosen to fill these roles .)

What are the pros and cons to each approach; matrix or standard credit?

- 1- Collect data from course instructors
- 2- Aggregate and enter SLO data
- 3- Lead/facilitate discussions related to data analysis and action plans
- 4- Enter action plans and supporting documents/evidence
- 5- Attend required # of training hours in data entry, analysis, assessment
- 6- Complete an online application to be selected for this role

If we stayed with the idea of using a matrix:

7- File an online form with flex plan at beginning and end of the year which:

- specifies the number of courses and sections they will be facilitating (including the CRNs of the actual courses)
- has a section to be completed at end of the academic year to provide documentation for flex plan completion/states both the actual work completed and the specific training (from #5 above) completed
- has a sign-off from SLO Committee

Since we bounced around the idea of “Jr.” SLO Committee members who would provide some of the oversight for course level SLO work, yet not be required to attend SLO meetings, maybe the “Assessment Facilitators” are these Jr. members? Maybe the number of facilitators per division depends upon the number of courses and sections the division offers and these duties are more of an “assignment” for those in that role than a “choice”?

I am thinking as long as we are revising committee membership and member roles, this should play into the “big picture” of that revision. Here is what I am thinking of as SLO Committee faculty member roles:

Look at the proposed changes in membership (separate page):

Do the proposed changes appropriately represent the stakeholders in this process?

Does this facilitate the work of the committee? How?

Does the layer of “bureaucracy” added equate to improved communication and functioning? How?

Do these added responsibilities seem fair in light of our idea that this become a truly “working” committee like AP&P and that members be compensated with similar FPD credit?

Would it make sense to “go electronic” and hold meetings in a computer lab like AP&P? Or could we accomplish the same thing by meeting in a room with computer/Internet/projection capabilities?

What would be the best way to assess how whatever changes we make are working and when should we assess? (I would really love to see that this committee writes a formal set of outcomes as assesses/documents them. Good modeling and good to improve our practices!)

There would be 1 committee member per division plus reps from Student Services, operational, and classified areas and the “usual suspects”. (See proposed committee membership attached.)

Support the work of the Assessment Facilitators, including one on one training, reminders of deadlines and due dates, etc.

Report back to divisions with SLO-related issues and also report any division-specific questions/issues back to SLO Committee.

Facilitate PLO work for programs within the division, including leading discussion, revision, and data entry.

Run reports as needed for the division and facilitate dissemination of SLO-related data for program review, accreditation reports, etc. related to the division. **This is not meant to replace the work of the research office, but to be another gateway for data access.**

Facilitate, with other members of the committee, SLO-related events at Welcome Back Day, both Fall and Spring.

Facilitate, as part of a team, at least two other SLO-related training events during the academic year.

DRAFT-October 19, 2011

Attend SLO Committee meetings regularly and participate in review of proposed SLOs/PLOs, procedures, etc, etc.

PLEASE be prepared for lively discussion! Give this some thought and consideration, write down any additional info we need to consider and think of other questions we need to ask. When we are considering such big changes our decision-making needs to be grounded in thoughtful discussion.

FREDY...we especially need to hear from you!!!!!!!!!!!!!!