ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
March 11, 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. February 25, 2013 (attachment)

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

6. **ACTION ITEMS**
   a. English AA-T PLOs (attachment)
   b. History AA-T PLOs (attachment)
   c. Geology AS-T PLOs (attachment)

7. **DISCUSSION ITEMS**
   a. PLO Assessment - Tina McDermott
   b. SLO/PLO Revision Process (attachment)
   c. WEAVE Training for SLO Committee Members
   d. Division Meeting Presentations - Aeron Zentner
   e. General Education Outcomes - Bob Harris, Aeron Zentner

8. **ADMINISTRATIVE BUSINESS**
   a. SLO-Related Events – FPD: Revising & Reviewing SLOs/PLOS Monday, March 25, 2013, 6:00 p.m. – 9:00 p.m., SSV 151

9. **OTHER**
   a. Revised SLOs (none)
   b. Revised PLOs (none)
   c. SLO Meeting dates for Spring 2013: March 25, April 8, April 22, May 13

10. **ADJOURNMENT**

ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
MINUTES
March 11, 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
Dr. Fredy Aviles called the March 11, 2013 Student Learning Outcomes (SLO) meeting to order at 3:09 p.m.

2. OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR
Dr. Aviles distributed a revised list of programs without SLOs, asking members to replace the inaccurate list distributed at the February 25, 2013 meeting. He directed members to communicate the information to the appropriate divisions, reiterating the urgency for AVC to have all its PLOs defined and assessed by the end of the semester.

3. OPEN COMMENTS FROM THE PUBLIC
Mr. Willard Howard reported his recent approach to overdue SLOs in the Technical Education division. He explained that since Ms. Leslie Baker, Tech Ed SLO Representative is unable to attend meetings for the remainder of the semester, Mr. Howard represents the division. He attached the aforementioned deficiency list to a letter and addressed it to the appropriate staff during a division meeting. The letter encourages faculty to contact Mr. Aeron Zentner with questions. The approach is working and the list of deficiencies has decreased.

Dr. Aviles explained that if a PLO has not been entered into WEAVE Online, although approved by the committee, they appear as missing. He repeated the necessity to be at 100% prior to the end of the semester.

4. APPROVAL OF MINUTES
a. February 25, 2013 (attachment)
A motion made and seconded to approve the minutes of the February 25, 2013 Student Learning Outcomes meeting. Motion carried.

5. REPORTS
a. Department of Institutional Effectiveness, Research, and Planning – Aeron Zentner
Mr. Aeron Zentner reported the compliance standings as follows:
Operational Outcomes – 100
SLOs - 97.7
PLOs – 50%
Action Plans – 70%

Mr. Zentner contacted everyone who was out of compliance in findings via phone call and email, to remind them about due dates. He directed them to enter SLO and PLO data into WEAVE Online. Mr. Zentner stated that Ms. Melissa Jauregui had the completed PLO documents and that Mr. Zentner would have all entered into WEAVE Online the following week.

Mr. Zentner reported that he has updated the Operational Outcome form and is developing a PLO website, which is an Accrediting Commission for Community and Junior Colleges (ACCJC) requirement. Mr. Zentner repeated the mandate to be at 100% with all SLOs and PLOs.

6. ACTION ITEMS
a. English AA-T PLOs (attachment)
A motion made and seconded to approve the English AA-T PLO. Motion carried.

Approved: March 25, 2013 Student Learning Outcomes Meeting

b. **History AA-T PLOs (attachment)**
A motion made and seconded to approve the History AA-T PLOs. Dr. Matthew Jaffe was present representing that area. Motion carried.

c. **Geology AS-T PLOs (attachment)**
A motion made and seconded to approve the Geology AS-T PLOs.
Ms. Wendy Stout noted the PLO does not specify the course or SLO. Ms. Stacey Adams suggested documentation under assessment to specify courses and tests. Changes will be made and the final revision sent for publication to Ms. Nancy Masters, Academic Senate Coordinator.
Motion approved with corrections.

7. **DISCUSSION ITEMS**
   a. **PLO Assessment - Tina McDermott**
   Ms. Tina McDermott, Faculty Accreditation Coordinator for the Accreditation Steering Committee, addressed members and congratulated all for their work and dedication over the years with the Student Learning Outcomes Committee, and getting everyone across campus to *buy-in* to the challenge. Ms. McDermott stated that the Student Learning Outcomes process is the heart of the accreditation process, and said the committee's efforts are outstanding and are to be commended.

   Ms. McDermott addressed two accreditation issues:
   1) Integrated Planning
      Ms. McDermott explained that the concept of Integrated Planning has not been communicated well, identifying part of the reason for the ACCJC visit in October 2013. She stated that SLO and PLO data feed into Program Review, which feeds into Budget Requests. Ms. McDermott impressed upon the importance of the Integrated Planning process remaining in the forefront and continually communicated to divisions as often as possible.

   2) ACCJC Letter
      Ms. McDermott reiterated her appreciation for efforts made with Student Learning Outcomes and Operational Outcomes. She commended Mr. Willard Howard for his resolution to delinquent PLOs. Ms. McDermott re-addressed the letter from the ACCJC, repeating that PLOs are not up to standard. She explained her approach last year was to address each issue one-on-one with the appropriate faculty member, asking them what the problem is and offering her support for resolution and completion.

   Ms. McDermott stated she is working on the mid-term report, to be submitted to the ACCJC in August 2013. The ACCJC will review all collective efforts, as part of an ongoing culture. She distributed and explained a Mapping Method handout which she learned about at a conference. The school who created the method received an Exemplary Award by the ACCJC. Ms. McDermott reiterated the push to get to 100%.

   Dr. Tom O'Neil addressed the necessity to critically reflect on the process of what is happening to education. He discussed a recent article written on the idea of the university, charging that community colleges will be a glorified high school in 1-15 years.

   Ms. McDermott stated that our accreditation standards are compromised right now, and the goal is to make our processes as easy, efficient and valuable as possible.

   Ms. Stacey Adams stated she appreciates the buzz on campus regarding integrated planning, but senses a frustration from faculty and committee members, as they do not see evidence of said planning in operations. Ms. Adams addressed the concern for whether specific faculty positions will be filled for the upcoming semester, and that the collective thought that hiring decisions are not based on data from program reviews. She questioned the positions for courses that faculty have been soliciting, maintaining that hiring results should be supported by data and program review requests.

   Ms. McDermott suggested time allowance in division meetings to conduct SLO, PLO and action plan work – a practice used at other community colleges.

b. **SLO/PLO Revision Process (attachment)**
Dr. Fredy Aviles discussed the SLO/PLO Revision Process, stating he would like it to remain on the same cycle as AP&P. He suggested linking it every 3-5 years, to substantiate that reviews are taking place. Dr. Aviles stated that eventually all PLOs will be approved. He predicted part of the future of the SLO committee is to ensure all SLOs and PLOs are updated, revised and reviewed.

Mr. Bill Vaughan warned against oversimplification and redundancy in the process, recommending consideration of application of all data to the classroom, to make it meaningful to the students. Dr. Aviles tabled the discussion to allow time for Mr. Zentner to conduct WEAVE Online training. He asked members to consider how to make the process as easy as possible, and that after future discussion will get a consensus to take back to the divisions.

c. **WEAVE Online Training for SLO Committee Members**
Mr. Zentner gave a brief training on the SLO reporting process.

d. **Division Meeting Presentations - Aeron Zentner**
Item tabled.

e. **General Education Outcomes - Bob Harris, Aeron Zentner**
Item tabled.

8. **ADMINISTRATIVE BUSINESS**
a. **SLO-Related Events – FPD: Revising & Reviewing SLOs/PLOS Monday, March 25, 2013, 6:00 p.m. – 9:00 p.m., SSV 151**

9. **OTHER**
a. **Revised SLOs (none)**
b. **Revised PLOs (none)**
c. **SLO Meeting dates for Spring 2013: March 25, April 8, April 22, May 13**

10. **ADJOURNMENT**
A motion was made and seconded to adjourn the March 11, 2013 Student Learning Outcomes meeting at 4:30 p.m. Motion carried.

MEMBERS PRESENT			
Dr. Fredy Aviles, Chair	Carolyn Burrell	Dr. Tom O'Neil	William Vaughn
Stacey Adams	Dr. Glenn Haller	Dr. Bassam Salameh	Aeron Zentner
Kim Covell	Willard Howard	Wendy Stout	
MEMBERS ABSENT		GUESTS PRESENT/EX-OFFICIO MEMBERS	
Leslie Baker	Dr. Robert Harris	Dr. Richard Coffman	Dr. Matthew Jaffe
Yvette Cruzalegui		Mark Hoffer	Tina McDermott

Approved: March 25, 2013 Student Learning Outcomes Meeting

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.**

Mark Hoffer February 1, 2013

PROGRAM LEARNING OUTCOMES

ANTELOPE VALLEY COLLEGE

English Program Learning Outcomes

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 opprotunities 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
1, 2, 4	PLO #1 - Students in program courses will enter and participate in the academic community by first understanding the impact of professional discourse, the role of rhetoric, and the function of research.	Data from SLO #1 will be collected from program courses. The achievement target is that 70% of students will meet PLO #1.
1, 2, 4, 5	PLO #2 - Students in program courses will demonstrate the ability to access, read, interpret, analyze, and evaluate textual materials across traditions, genres, and media, with critical attention to both diversity and complexity.	Data from SLO #2 will be collected from program courses. The achievement target is that 70% of students will meet PLO #2.
1, 2, 3, 4, 5, 6	PLO #3 - Students in program courses will develop both an awareness of different audiences and the persuasive skills needed to deliver effective arguments and verbal presentations.	Data from SLO #3 will be collected from program courses. The achievement target is that 70% of students will meet PLO #3.

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

Program Assessment Cycle

Program Name: English

Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
				Pilot PLO #1	Assess PLO #1	Assess PLO #1	Assess PLO #1	Assess PLO #1
				Revise As Needed	Pilot PLO #2	Assess PLO #2	Assess PLO #2	Assess PLO #2
					Revise As Needed	Pilot PLO #3	Assess PLO #3	Assess PLO #3
						Revise As Needed	Revise As Needed	Revise As Needed

PROGRAM NAME		English AA-T				
DIVISION		Language Arts				
DEPARTMENT		English				
DATE APPROVED						
DEGREE		☑				
CERTIFICATE		☐				
REQUIRED FOR PROGRAM	COURSE NAME (Ex: AERO 120)	: I = Introduced D = Developed M = Mastery				
		PLO 1	PLO 2	PLO 3		
☑	ENGL 102	I,D	I,D	I,D		
☑	ENGL 103	I,D	I,D	I,D		
☐	ENGL 111	I,D	I,D	I,D		
☐	ENGL 112	I,D	I,D	I,D		
☐	ENGL 113	I,D	I,D	I,D		
☐	ENGL 221	D,M	D,M	D,M		
☐	ENGL 222	D,M	D,M	D,M		
☐	ENGL 225	D,M	D,M	D,M		
☐	ENGL 227	D,M	D,M	D,M		
☐	ENGL 230	D,M	D,M	D,M		
☐	ENGL 231	D,M	D,M	D,M		
☐	ENGL 235	D,M	D,M	D,M		
☐	ENGL 236	D,M	D,M	D,M		
☐	ENGL 240	D,M	D,M	D,M		
☐	ENGL 242	D,M	D,M	D,M		
☐	ENGL 246	D,M	D,M	D,M		
☐	ENGL 250	D,M	I,D,M	D,M		
☐	ENGL 253	D,M	I,D,M	D,M		
☐	ENGL 256	D,M	I,D,M	D,M		
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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.

se contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu should you need assist:

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

HISTORY AA-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 opprotunities that contribute to the economic well being of the community.

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.

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
1,3,4,5	Identify major individuals and cultural, economic, political, social, and religious events from American History, 1607-present.	Multiple choice questions embedded into one or more exams in our U.S. History courses (HIST 107 & HIST 108) will measure student mastery of the material. 75% of our students will attain a mastery of at least 70% of the selected assessment.
1,3,4,5	Recognize significant problems arising in American History, 1607-present.	Multiple choice questions embedded into one or more exams in our U.S. History (HIST 107 & HIST 108) courses will measure student mastery of the material. 75% of our students will attain a mastery of at least 70% of the selected assessment.
1,3,4,5	Evaluate the repetitive cycles of history relevant to American History, 1607-present.	Multiple choice questions embedded into one or more exams in our U.S. History courses (HIST 107 & HIST 108) will measure student mastery of the material. 75% of our students will attain a mastery of at least 70% of the selected assessment.

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

Program Assessment Cycle

Program Name: <u>HISTORY</u>

Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
						Pilot PLO #1	Assess PLO #1	Assess PLO #1
						Pilot PLO #2	Assess PLO #2	Assess PLO #2
						Pilot PLO #3	Assess PLO #3	Assess PLO #3
							Revise as needed	Revise as needed

PROGRAM NAME			HISTORY			
DIVISION			SOCIAL AND BEHAVIORAL SCIENCES			
DEPARTMENT			HISTORY			
DATE APPROVED						
DEGREE			A.A.			
CERTIFICATE			☐			

REQUIRED FOR PROGRAM	COURSE NAME (Ex: AERO 120)	: I = Introduced D = Developed M = Mastery				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
☐	HIST 101	I	I	I		
☐	HIST 102	I	I	I		
☐	HIST 104	D	D	D		
☐	HIST 105	D	D	D		
☑	HIST 107	D,M	D,M	D,M		
☑	HIST 108	D,M	D,M	D,M		
☐	HIST 110	D,M	D,M	D,M		
☐	HIST 111	D,M	D,M	D,M		
☐	HIST 112	D	D	D		
☐	HIST 113	I	I	I		
☐	HIST 114	D,M	D,M	D,M		
☐	HIST 115	I	I	I		
☐	HIST 118	D	D	D		
☐	HIST 119	I	I	I		
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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.

se contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu should you need assist

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.**

Faculty/Staff Member (Please Print): Richard Coffman   Date Submitted: 3/4/2013

PROGRAM LEARNING OUTCOMES

ANTELOPE VALLEY COLLEGE

Program:

AS-T Geology

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 opprotunities 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
1, 3	PLO #1. Students will understand the unifying principles of physical and historical geology and have a working knowledge of the discipline's diverse conceptual and methodological approaches	Students will be assessed through standardized multiple choice, short answer and essay test questions in Geology lecture and lab classes. Test questions will be graded with a faculty developed rubric. The PLO will be met if 70% of students score 70% or higher on the questions.
1, 3, 4	PLO #2. Students will understand the relevance of the scientific method and have a working knowledge of how the scientific method applies to the study and evalution of physical and historical geologic principles.	Students will be assessed through standardized multiple choice, short answer and essay test questions in Geology lecture and lab classes. Test questions will be graded with a faculty developed rubric. The PLO will be met if 70% of students score 70% or higher on the questions.
1, 2, 3, 4	PLO #3. Students will be able to comprehend and explain the interrelationships between geology and the other scientific disciplines.	Students will be assessed through standardized multiple choice, short answer and essay test questions in Geology lecture and lab classes. Test questions will be graded with a faculty developed rubric. The PLO will be met if 70% of students score 70% or higher on the questions.

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

Program Assessment Cycle

Program Name: __AS-T Geology__

Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
								Assess PLO 1
								Assess PLO 2
								Revise as needed

PROGRAM NAME		AS-T Geology				
DIVISION		Math, Science, & Engineering				
DEPARTMENT		Geosciences				
DATE APPROVED						
DEGREE		☑				
CERTIFICATE		☐				
REQUIRED FOR PROGRAM	COURSE NAME (Ex: AERO 120)	: I = Introduced D = Developed M = Mastery				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
☑	GEOL 101	M	M	D		
☑	GEOL 101L	M	D	I		
☑	GEOL 102	M	M	D		
☑	GEOL 102L	M	D	I		
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SLO Committee Revision Process

Proposal 1:

SLOs/PLOs will be reviewed on the same cycle as required by AP&P (a minimum of every 5 years). Review of the SLOs/PLOs may require that they be revised. 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. The SLO Committee Faculty Co-Chair may also delegate these responsibilities to area representatives if numerous revisions need to be considered. In order for SLOs/PLOs to be revised, 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 SLO Committee Faculty Co-Chair and forwarded to the Academic affairs Technician for recording. The SLO Committee 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:
- Any change in basic content necessitated by review of poorly written SLOs/PLOs.
- 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.

SLO Committee Revision Process

Proposal 2:

SLOs/PLOs will be reviewed on the same cycle as required by AP&P (a minimum of every 5 years). Review of the SLOs/PLOs may require that they be revised. SLOs will be listed immediately after the course objectives in the course outline of record COR. When a course is revised through AP&P in Curricunet, the SLO committee co-chair will have a checkbox to indicate if 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. The SLO Committee Faculty Co-Chair may also delegate these responsibilities to area representatives if numerous revisions need to be considered. In order for SLOs/PLOs to be revised, 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 the Academic Affairs Technician 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:
- Any change in basic content necessitated by review of poorly written SLOs/PLOs.
- 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
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