



ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
May 13, 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. April 22, 2013
5. **REPORTS**
 - a. FPD: SLOs/PLOs: Lessons Learned (Monday 5/06, 6-9 pm, SSV 151)
 - b. Updates from the Department of Institutional Effectiveness, Research, and Planning – TBD/A Zentner
6. **ACTION ITEMS**
 - a. Physics AS-T PLOs
 - b. AVC Library Workshop SLOs
 - c. AVC Library Reference SLOs
7. **DISCUSSION ITEMS**
 - a. Path to Continuous Improvement (attachment)
 - b. Fall 2013 Welcome Back (attachment)
 - c. SLO committee goals for fall 2013- spring 2014 (attachment)
 - d. SLO committee assessment method
8. **ADMINISTRATIVE BUSINESS**
 - a. **SLO-Related Events** – FPD: SLOs/PLOs: Lessons Learned (Monday 5/06, 6-9 pm, SSV 151)
9. **OTHER**
 - a. Revised SLOs: ECON 100, ECON 101, ECON 102, ECON 110, PHYS 211
 - b. Revised PLOs: none
 - c. SLO Meeting dates for Summer 2013: TBA
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.

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.**

ance.

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.

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

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.

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

Path to Continuous Improvement

Step 1: Identify outcome progress in the Achievement Status Details report

Accounting 111				
Met	Partially Met	Not Met	Missing (No Findings Entry)	Not Reported in This Cycle
1 (50%)	0 (0%)	1 (50%)	0 (0%)	0
Accounting 113				
Met	Partially Met	Not Met	Missing (No Findings Entry)	Not Reported in This Cycle
3 (100%)	0 (0%)	0 (0%)	0 (0%)	0
Accounting 121				
Met	Partially Met	Not Met	Missing (No Findings Entry)	Not Reported in This Cycle
2 (50%)	0 (0%)	0 (0%)	2 (50%)	0
Accounting 131				
Met	Partially Met	Not Met	Missing (No Findings Entry)	Not Reported in This Cycle
2 (100%)	0 (0%)	0 (0%)	0 (0%)	0
Accounting 201				
Met	Partially Met	Not Met	Missing (No Findings Entry)	Not Reported in This Cycle
2 (67%)	0 (0%)	1 (33%)	0 (0%)	0
Accounting 205				
Met	Partially Met	Not Met	Missing (No Findings Entry)	Not Reported in This Cycle
2 (67%)	0 (0%)	1 (33%)	0 (0%)	0

This report allows participants an overview on the overall progress of outcomes assessment findings and can be used as a macro process to define gaps.

Step 2: Investigate outcomes in Achievement Summary Profile report

Accounting 205	
Not Met	Outcomes 3: SLO #3
Measure 3: Journal Entry Prob	
<p><u>Achievement Target</u> Target: 75% of students achieve 70% or higher</p> <p><u>Finding</u> 29 of 62 students achieved 70% or higher on this assessment = 47%</p>	

This report allows participants to investigate which specific outcomes met/did not meet the target.

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER:

COURSE TITLE: AVC Library Reference Interview

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
#4		After participating in a Research Methods Workshop, students will be able to: Use EBSCO Discovery Service (EDS) to locate print and electronic resources.	Students will be administered a short multiple-choice assessment after the workshop.

Faculty/Staff Member (Please Print) Scott Lee

Date Submitted: _____

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER:

COURSE TITLE: AVC Library Reference Interview

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
#4		After participating in a reference interview with library science faculty members, students will be able to: Use EBSCO Discovery Service (EDS) or the AVC Library catalog to locate print and electronic resources.	Students will be administered a short multiple-choice assessment after completing a reference interview. A sampling of students will be assessed three times per semester. Each sample period will be one week in duration. At least 70% of sampled students will answer 70% of the assessment questions correctly.

Area Dean Approval: _____

Date: _____

SLO Committee Approval: _____

Date: _____



ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
May 13, 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. April 22, 2013 Student Learning Outcomes Committee Minutes
5. **REPORTS**
 - a. FPD: SLOs/PLOs: Lessons Learned (Monday 5/06, 6-9 pm, SSV 151)
 - b. Department of Institutional Effectiveness, Research, and Planning – A. Zentner
6. **ACTION ITEMS**
 - a. Physics AS-T PLOs
 - b. AVC Library Workshop SLOs
 - c. AVC Library Reference SLOs
7. **DISCUSSION ITEMS**
 - a. Path to Continuous Improvement (attachment)
 - b. Fall 2013 Welcome Back (attachment)
 - c. SLO Committee Goals for Fall 2013- Spring 2014 (attachment)
 - d. SLO Committee Assessment Method
8. **ADMINISTRATIVE BUSINESS**
 - a. **SLO-Related Events** – FPD: SLOs/PLOs: Lessons Learned (5/06/10 6:00 p.m. – 9:00 p.m., SSV 151)
9. **OTHER**
 - a. Revised SLOs: ECON 100, ECON 101, ECON 102, ECON 110, PHYS 211
 - b. Revised PLOs: none
 - c. SLO Meeting dates for Summer 2013: TBA
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.

Path to Continuous Improvement

Step 3: Corrective Action in Action Plan Profile report

Fall 2012 Cycle

Additional job-order costing exercises

Acct 205 faculty need to devote additional time and attention to teaching job-order costing. We need to do additional demonstration problems, in-class exercises and assign homework that reinforces this concept.

We will collect more data in the Spring 2013 semester and hopefully see improved results.

Relationships (Measure | Outcomes):

Measure: Journal Entry Prob | **Outcomes:** SLO #3

Implementation Description: Acct 205 faculty need to devote additional time and attention to teaching job-order costing. We need to do additional demonstration problems, in-class exercises and assign homework that reinforces this concept.

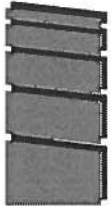
Projected Completion Date: 6/1/2013

Responsible Person/Group: Accounting faculty

Additional Resources: We need additional full-time accounting faculty to help manage the many administrative tasks we face.

Priority: Medium

This report provides the participants the plan of action to initiate change. A time frame is required which allows teams a time frame and status report (i.e. in-progress, finished).



*SLO's and Assessment:
Sustainable, Continuous Quality Improvement*

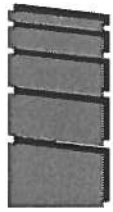
**Student Learning Outcomes
Committee**



ANTELOPE VALLEY COLLEGE



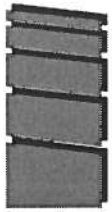
ANTELOPE VALLEY COLLEGE



Overview

- SLO/PLO/OO Compliance Rates
- SLO/PLO Revision Process
- Integrated Planning
- Example of Good Action Plan
- SLO Reporting Guidelines 2013-2014
- Division/area group work

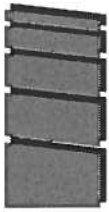




Spring 2012

Division	Total Courses	Findings		Action Plans	
		# Compliant	% Compliant	# Compliant	% Compliant
BCSED	54	46	85.2%	45	83.3%
HD	5	4	80.0%	5	100.0%
HS	42	41	97.6%	31	73.8%
IRES	7	6	85.7%	7	100.0%
LA	69	67	97.1%	59	85.5%
MSE	62	50	80.6%	51	82.3%
PE	59	49	83.1%	54	91.5%
S&BS	47	46	97.9%	46	97.9%
TEC	95	63	66.3%	78	82.1%
VAPA	134	96	71.6%	96	71.6%
Total	574	468	81.5%	472	82.2%





Spring 2012		Findings		Action Plans	
		# Compliant	% Compliant	# Compliant	% Compliant
PLOs	76	30	39.5%	32	42.1%

Spring 2012		Findings		Action Plans	
		# Compliant	% Compliant	# Compliant	% Compliant
# of Operational Areas	33	2	6.1%	10	30.3%



SLO/PLO Revision Process

- SLOs/PLOs will be reviewed on the same cycle as courses and programs in AP&P (every 4 years).
- SLOs/PLOs may need to be revised (i.e. changed).
 - Use the **SLO Revision Form or PLO Revision Form** in the Documents section of the SLO committee website (under Forms).
 - Contact your SLO Committee rep or the SLO faculty co-chair at svcc@antelopevalley.edu and submit a filled electronic version of the form.

SLO/PLO Revision Process

- **Note:** faculty may review and revise their SLOs and PLOs more frequently than every 4 years.
- Courses do not have to be revised in AP&P before SLOs/PLOs can be revised.
- Revisions may be done at any time as long as the SLO Committee Faculty Co-chair is notified.

SLO/PLO Revision Process

SLOs/PLOs revised in one of the following ways:

Major revision:

- A revision necessitated by a change to the course objectives or course content.
 - Note: changes to course objectives or content done through “**substantial revision**” to courses and programs in CurricUNET. (done through AP&P)
- Any change in basic content necessitated by revision of poorly written SLOs/PLOs.
- Will require full review by the SLO committee.



SLO/PLO Revision Process

SLOs/PLOs revised in one of the following ways:

- **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.
 - Any other change not necessitated by a change in the course objectives or the content of the course.





Integrated Planning

Integrated planning (IP) is a method that describes the pathway from the current institutional quality, to an envisioned quality defined for a future date.

- Different kinds of plans, each targets some part of institutional behavior
 - ⇨ Educational master plan
 - ⇨ Technology plan
 - ⇨ Administrative services plan
 - ⇨ Facilities plan
 - ⇨ Human resources plan





Integrated Planning

Those that develop various institutional planning documents may not be aware of how their plan will fit with institutional priorities

- This creates:
 - ⇒ Institutional-wide confusion about priorities
 - ⇒ Competition for institutional resources
 - ⇒ Failure to achieve important changes that the institution has identified as needed or desirable.
 - ⇒ Distain among college constituencies toward both evaluation and planning activities.





Integrated Planning

In order to have effective IP, it is imperative for the institution to have a point within the decision-making process whereby all plans are considered.

- Must established:
 - ⇨ Sequence in which the plans might best be achieved
 - ⇨ How priorities are set
 - ⇨ How resources are allocated
 - ⇨ Who is responsible implementing the plan





Integrated Planning

IP is an interactive process in which an institution, through its governance processes,

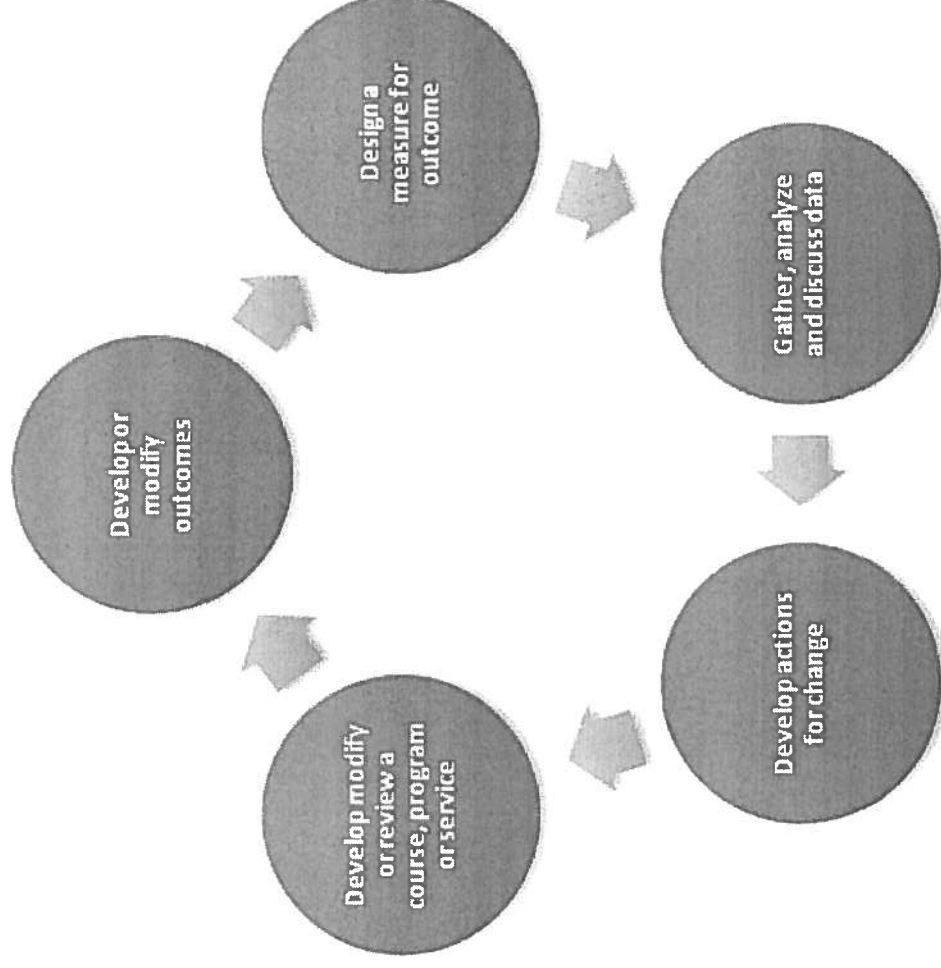
- thoughtfully uses its values and vision to set priorities
- deploys its resources and energies to achieve institutional changes and improvements
- responds to changes in current or anticipated conditions

Actions determined through IP bring the purpose of program review alive to enable an institution to improve educational and operational quality.



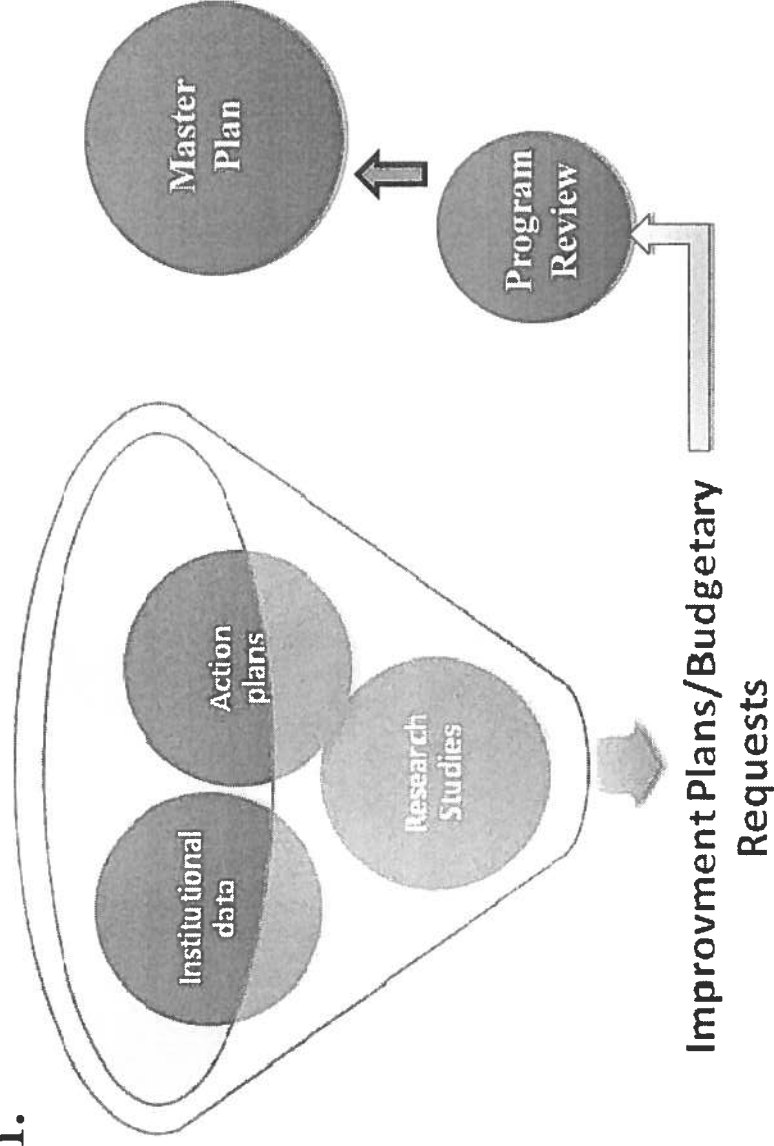
Integrated Planning: The Process (3-steps)

Step 1: IP begins with outcomes (SLO, PLO, and OO) assessment.



Integrated Planning: The Process (3-steps)

Step 2: The plans are integrated into the program review and master plan.



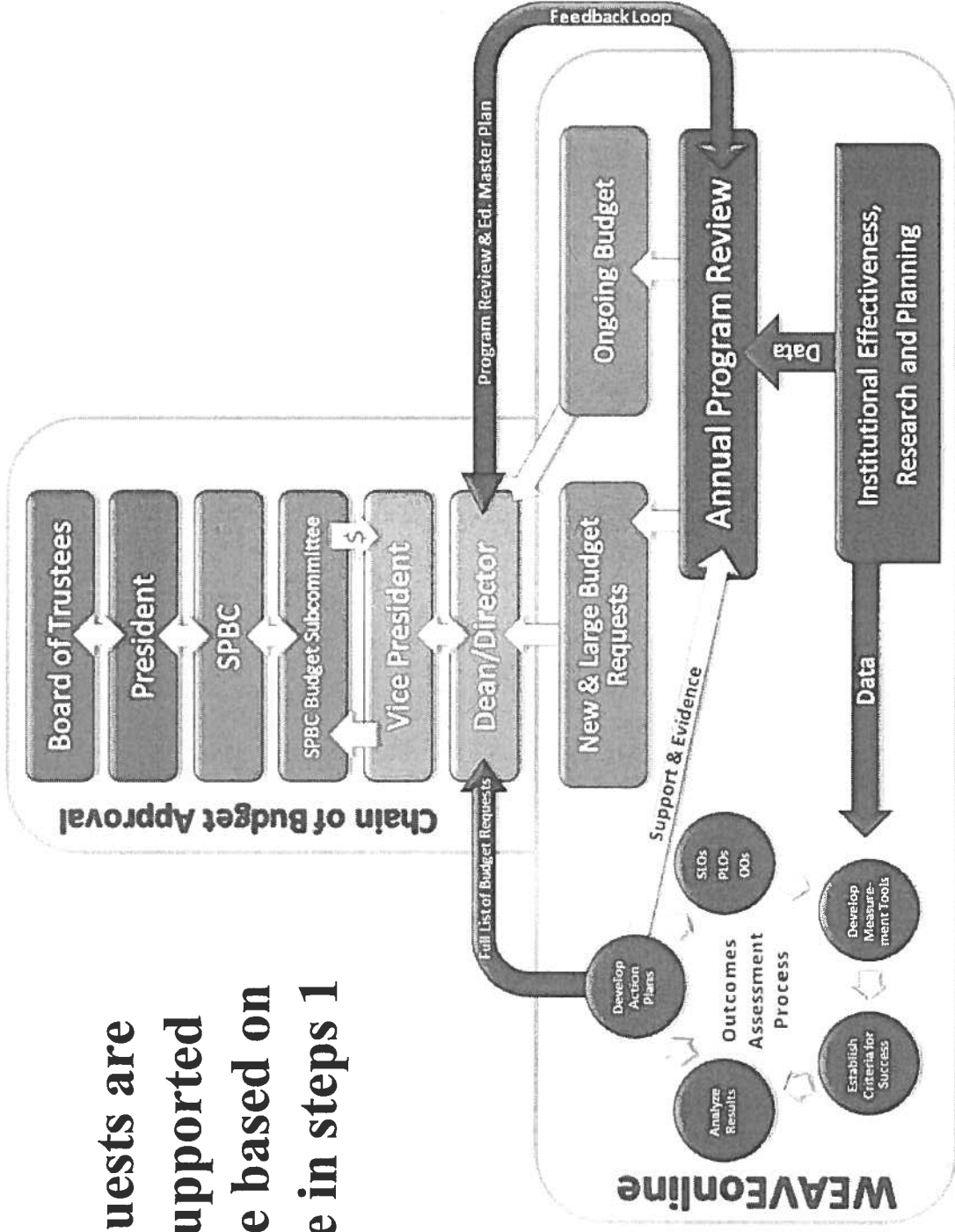
ANTELOPE VALLEY COLLEGE

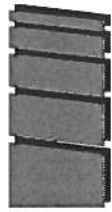


ANTELOPE VALLEY COLLEGE

Integrated Planning

Step 3: Requests are made and supported based on the evidence in steps 1 and 2.





SLO Reporting Guidelines:
Academic Courses 2013 – 2014

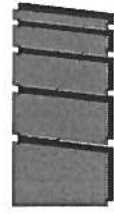
- Spring 2012 SLO/PLO Action Plans due
September 14th, 2013



ANTELOPE VALLEY COLLEGE



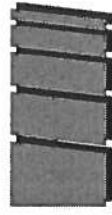
ANTELOPE VALLEY COLLEGE



SLO Reporting Guidelines: *Academic Courses 2013 – 2014*

- **Deadlines:**
- Fall 2013 SLO/PLO Data:
 - December 14 , 2014
- Fall 2013 Action Plans:
 - March 15, 2014





SLO Reporting Guidelines:
Academic Courses 2013 – 2014

Deadlines:

- Spring 2014 SLO/PLO Data:
 - June 7, 2014

- Spring 2014 Action Plans:
 - October 11, 2014





Discipline Faculty Group Work

1. Look at the packet of information for your courses.
2. Note which SLOs/PLOs were met and not met.
3. Discuss changes to SLOs/PLOs, assessment tool, criteria.
4. Discuss budget requests for new hires, courses, equipment, etc.
5. Fill out Action Plans.

100% of courses and programs must have data and action plans!



ANTELOPE VALLEY COLLEGE



ANTELOPE VALLEY COLLEGE

SLO Committee Goals for Fall2013-Spring 2014

1. Begin to change the campus culture from one of compliance to one of intentionality.
2. Successfully implement SLO and PLO revisions through Curricunet.
3. Raise level of integrated planning on campus.
4. Improve quality of action plans for programs and courses.
5. Create and post examples of effective pedagogical strategies that can be used for action plans.
6. Improve frequency and quality of PLO assessment.
7. Fill vacancies on SLO committee.
8. Increase awareness of forms and documents available on SLO Committee website.
9. Regularly assess effectiveness of SLO Committee.
10. Successfully integrate OOs (SSOs and AUOs) into SLO Committee processes.