



**ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES COMMITTEE**

April 9, 2012

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. March 26, 2012 (attachment)
- 5. REPORTS**
 - a. Updates from the Office of Institutional Research and Planning – T. Younglove/A. Voelcker
- 6. ACTION ITEMS**
 - a. PLOs:
 - Communication Studies – Revised (attachment)
 - Commercial Music I and II – Revised (attachment)
- 7. DISCUSSION ITEMS**
 - a. Committee Re-Org/Roles and Training of Members – M. Parker/F. Aviles (attachment)
 - b. Reporting Cycle for 2012-2012 – M. Parker/F. Aviles
 - c. SLO Glossary – F. Aviles
 - d. Update on LAS Option I – F. Aviles
 - e. Newsletter – I. Gat
- 8. ADMINISTRATIVE BUSINESS**
 - a. SOC 200 and ART 150 corrections received and recorded
 - b. SLO – Related Events:
 - “SLOs: From Data to Action Plans” – May 2, 2012
 - “SLO Basic Training” – May 2, 2012
 - “WEAVE Basic Training” – April 11, 2012
 - “WEAVE Refresher Training” – April 27, 2012
 - “Learning Outcomes Update” – May 4, 2012
 - Spring Assessment Week- May 7-11, 2012
 - WEAVE Data Days- June 5-7, 2012
- 9. OTHER**
 - a. Future SLO Meeting dates for Spring 2012: April 23 and May 14
- 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 COMMITTEE
April 9, 2012

1. CALL TO ORDER AND ROLL CALL

Ms. Melanie Parker, the Student Learning Outcomes (SLO) Faculty Co-Chair, called the April 9, 2012, 2012 SLO Committee meeting to order at 3:06 p.m.

2. OPEN COMMENTS FROM THE CHAIR

- Ms. Parker announced the meeting would be the last she facilitates. The remaining two meetings for the semester will be facilitated by Dr. Fredy Aviles, Elect Faculty Co-Chair to allow a transitional opportunity for Dr. Aviles to begin coordinating SLO meetings.
- Ms. Parker indicated there was not adequate time to thoroughly review the March 26, 2012 SLO minutes due to spring break. She advised the committee to consider tabling the approval of minutes until she has the opportunity to thoroughly review the content and incorporate any feedback the committee determines needs to be included.

3. OPEN COMMENTS FROM THE PUBLIC

None

A motion was made and seconded to approve tabling agenda item 4a. Approval of Minutes: March 26, 2012 until the April 23, 2012 SLO Meeting. Ms. Parker indicated this will allow sufficient time to thoroughly review the minutes for content accuracy and grammatical revisions needed. She requested committee members review the drafted minutes to for any content or language revisions needing to be included in the revised draft. Motion carried.

4. APPROVAL OF MINUTES

a. March 26, 2012

This item was tabled until April 23, 2012.

5. REPORTS

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

- Mr. Younglove reported he has been working with Ms. Tina McDermontt, Faculty Accreditation Coordinator, on finalizing the Accreditation Follow-Up Report.
- Mr. Younglove attended a recent Research and Planning Regional Group meeting where he inquired about the SLO Reporting percentages for other Districts. Based on the feedback AVC is roughly 10 – 15% above reporting averages compared to other California Community Colleges. The District is reporting 20% more than Mount San Antonio College (SAC) which is great considering Mt. Sac has a significantly larger Research and Planning Office. Mr. Younglove stated the trend depicted on the SLO Assessment Compliance Rate is a realistic expectation for AVC. The District will be really close to 100% compliance as required by the Accrediting Commission. The SLO Committee and faculty are doing a great job in getting the word out and the work completed.
- A new hands-on module has been created to present to Managers during Assessment Week. In addition, the Dean's module has been modified.

6. ACTION ITEMS

a. PLOs (partial attachment)

• **Communication Studies – Revised (attachment)**

A motion was made and seconded to approve the revised Communication Studies PLO. Committee members reviewed the revised PLO and were satisfied with the revisions. They indicated the acronym "TED" should be spelled out for clarity. Motion carried as corrected.

- **Commercial Music I (attachment)**
A motion was made and seconded to approve the Commercial Music I PLO. Committee members reviewed the PLO and indicated the need to correct the language in the Assessment Methods/Achievement Targets to avoid using course grade(s) as the measure of assessment. The assessment should be performed on specific assignments within the course but not be tied to a course grade. Dr. Robert Harris expressed concern with the wording used in the Assessment Methods/Achievement Targets for PLO #2, “instructor designed criteria and industry standards.” The language would be clarified if it read, “using instructor designed criteria incorporating industry standards.” Committee members determined revisions were needed to the Commercial Music I PLO prior to approving. Motion failed.
- **Commercial Music II (attachment)**
A motion was made and seconded to approve the Commercial Music II PLO. Committee members reviewed the PLO and indicated the same issues apply to the Commercial Music II PLO as reflected in Commercial Music I PLO. Ms. Parker indicated she would work with the discipline faculty member to discuss the revisions needed for committee approval. Motion failed.

7. DISCUSSION ITEMS

- a. **Committee Reorganization/Roles and Training of Members – M. Parker/F. Aviles (attachment)**
Ms. Parker indicated she made minor revisions to the drafted Committee Reorganization/Roles and Training of Members. The revisions were minor language changes and requiring all committee members to participate in a mandatory WEAVE training session. The revised draft will be placed on the next SLO Agenda as an action item for the committee to approve. All the newly appointed SLO Division Representatives will be invited to the remaining SLO Committee members to provide an opportunity for transition to the 2012 – 2013 SLO work. Ms. Gloria Kastner was requested to invite all newly appointed SLO Division Representatives to the remaining meetings and coordinate a larger facility to host the meeting. The meetings will provide a historical perspective on SLO work as well as orient all new members to the process.
- b. **Reporting Cycle for 2012 – 2013 – M. Parker/F. Aviles**
Ms. Parker indicated this was an agenda item discussed at a previous SLO meeting which she requested to be postponed until Mr. Aaron Voelcker could be present to provide his perspective on establishing a reporting cycle for 2012 – 2013. Mr. Voelcker stated based on the information distributed by the Accrediting Commission it would be best to maintain the current reporting cycle. The Commission is going to revert back to the March 30th deadline date for action plan data submissions to facilitate more accurate reporting. There is some discussion about the Commission incorporating an additional report but no one is aware of the required data or changes that may be needed to data reporting. It would be in the best interest of the committee to wait until the specific information is disseminated by the Accrediting Commission before changing the reporting cycle. By maintaining the current reporting cycle deadlines, it facilitates the constant awareness of the need for faculty to report SLO data on a semester by semester basis. Currently, there are two deadline dates for findings and two deadline dates for action plan data submissions. The committee should keep this consistent. Committee members were in consensus to maintain the current reporting deadline dates and should create the draft of the 2012 – 2013 SLO/Action Plan Reporting Cycle.
- c. **SLO Glossary – F. Aviles**
Dr. Fredy Aviles distributed the Bloom’s Taxonomy Methods Requiring Cognitive Outcomes handout used by AP&P. He provided an overview of the handout and indicated the committee should work to correlate Bloom’s Taxonomy to the SLO Glossary of Terms. In the introductory level faculty could easily reference the first two columns in Bloom’s Taxonomy “Knowledge” and “Comprehension” and create an SLO Glossary definition for “Introduced” incorporating language where students become aware and begin to comprehend course content. In the development level it would be easily feasible for faculty to reference the “Application” column in Bloom’s Taxonomy and create an SLO Glossary definition for development incorporating language that include how students practice applying the content of courses. For the Mastery term faculty should reference the “Synthesis” column of Bloom’s Taxonomy and create a definition that speaks to a students’ ability to use the information obtained in courses.

NEW SLO Glossary Terms:

- **Introduced:** Students become aware of and comprehend the material necessary for application.
- **Developed:** Students receive continuing exposure to the material and opportunities to practice applying the content.
- **Mastery:** Students achieve competency in application of the content and are therefore ready for transfer to upper division work OR to use the skills, knowledge, abilities, etc. in the workplace.

Committee members were in agreement that creating a correlation between the SLO terms and Bloom's Taxonomy would make understanding each term easier. They recommended the new terms be placed on the various SLO forms where applicable. Ms. Parker indicated the revisions to the SLO Glossary would be made and presented at the next meeting as an action item for approval.

d. **Update on LAS Option II – F. Aviles**

Dr. Fredy Aviles stated in reviewing the LAS Option II PLO it is very feasible for courses to be assessed at levels other than Mastery. He indicated he would be reviewing Course Outline of Records to determine which courses incorporate an element of research and culture and use these courses to use in the assessment for the LAS: Option II – Social and Behavioral Sciences PLOs. He would probably incorporate utilizing a random sampling to obtain assessment results. The difficulty is that courses are taught by multiple instructors and courses would have to be identified prior to developing assessment methods. Dr. Robert Harris stated in the LAS Option II program there are forty-three course options available for students to select. It may be better to see if there is trends of core courses students take which would facilitate a more consistent way of evaluating. Ms. Drake stated she would look at the statistics of students graduating with a LAS Degree to determine if a pattern or trend of ten to twelve courses is evident. Dr. Aviles indicated that the discipline faculty do not want to change the language of the developed PLO but will probably include assessment of multiple choice questions within courses to facilitate a complete assessment of the program. Dr. Aviles will work with the Institutional Research and Planning Staff to acquire program trend information to determine how to proceed.

e. **Newsletter – I. Gat**

Ms. Parker indicated several changes were made to the drafted SLO Newsletter. Committee members were requested to review the revised draft and email feedback/revisions needed to her due to the lack of time to engage in another discussion. Many of the issues that were broached at previous meetings were addressed. Dr. Gat will work with Ms. Kastner on the newsletter. Ms. Parker stated she will research funding opportunities to print hard copies of the initial newsletter to place in faculty mailboxes. Any additional feedback or comments should be emailed by Monday, April 16, 2012 for inclusion in the distributed copies. The goal is to get the newsletter distributed by the end of April.

8. **ADMINISTRATIVE BUSINESS**

a. **SOC 200 and ART 150 corrections received and recorded**

b. **SLO Related Events:**

- **“SLOs: From Data to Action Plans” – May 2, 2012**
- **“SLO: Basic Training – May 2, 2012**
- **“WEAVE: Basic Training” – April 11, 2012**
- **“WEAVE: Refresher Training” – April 27, 2012**
- **“Learning Outcomes Update”- May 4, 2012**
- **Spring Assessment Week – May 7th through May 11th, 2012**
- **WEAVE Data Days – June 5th – 7th, 2012**

9. **OTHER**

a. **Future SLO Meeting dates for Spring 2012: April 23rd, and May 14th.**

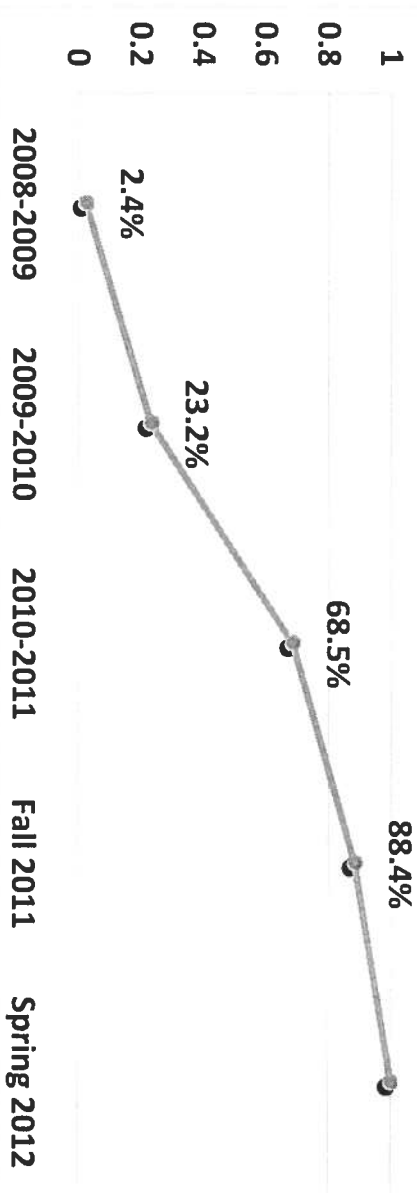
10. **ADJOURNMENT**

A motion was made and seconded to adjourn the April 9, 2012 Student Learning Outcomes Committee meeting at 4:19 p.m. Motion carried.

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

SLO Assessment Compliance Rate

Historical Trend



PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Communication Studies AA-T

Institutional Learning Outcomes
<ol style="list-style-type: none"> 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.

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, 2, 4, 6	#1 Program majors will demonstrate articulate and professional verbal expression.	Individual exit interview regarding the student's experience of the program and their academic and professional goals. (80% of students earning 80% or better based on Department Rubric) Communication Studies majors will be identified, and selected through random sampling for exit interviews.
1, 3, 4, 6	#2 Through active listening, program majors will critically analyze verbal and non-verbal messages in a variety of contexts.	Written analysis of a variety of speech videos, i.e., TED conference presentations, student speeches, and political speeches. Instructors will identify program majors in COMM 107, 109, 115, 217, and 219 (80% of students earning 80% or better based on Department Rubric)
1, 2, 3, 4, 5	#3 Program majors will make ethical communication decisions based on an understanding of cultural diversity.	Analyze case studies regarding cultural conflict in communication. Instructors will identify program majors in COMM 107, 109, 115, 217, and 219. (80% of students earning 80% or better based on Department Rubric)

Faculty/Staff Member (Please Print):

Date Submitted:

PROGRAM LEARNING OUTCOMES



Program: Commercial Music Level I General Certificate

- 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.

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
1,2,3,4,5	Demonstrate the ability to categorize, identify, and analyze significant genres of music	80% of students will achieve a score of 70% or better in MUSC 102 or MUSC 103. Students will be evaluated based on their performance on tests, research papers, and concert evaluations. These will all be judged by instructor-designed criteria or instructor-designed rubric.
1,2,3,4,6	Demonstrate a basic understanding of and skill level in the use of music technology and sound engineering	80% of students will achieve a score of 70% or better in MUSC 133/133L and MUSC 143. Students will be evaluated based on performance on tests, practical performance exams, and recording assignments using instructor-designed criteria and industry standards.
1,2,3,4,5,6	Demonstrate the ability to analyze and critically evaluate a live musical performance	80% of students will achieve a score of 70% or better in MUSC 141. Concert evaluations will be judged using a instructor-designed criteria or instructor-designed rubric.
1,2,3,4,6	Comparing, contrasting, and assessing music industry professions	80% of students will achieve a score of 70% or better in MUSC 104. Students will be evaluated based on their performance on tests, short essays, and a research paper. These will all be judged by instructor-designed criteria or instructor-designed rubric. Student-created plans/interviews using instructor-designed rubric.
1,2,3,4	Demonstrate skills in aural analysis and notation, and performance	80% of students will achieve a score of 70% or better in MUSC 112. Students will be evaluated based on their performance on tests. These will all be judged by instructor-designed criteria or instructor-designed rubric. Student-created charts/sheet music using instructor-designed rubric.

Area Dean Approval: _____

Date: _____

SLO Committee Approval: _____

Date: _____

PROGRAM NAME		Level I General Certificate				
DIVISION		Visual and Performing Arts				
DEPARTMENT		Commercial Music				
DATE APPROVED						
DEGREE		<input 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"/>	MUSC 102	I		I		
<input checked="" type="checkbox"/>	MUSC 103	I		I		
<input checked="" type="checkbox"/>	MUSC 104	I	I		I	
<input type="checkbox"/>	MUSC 107	I		I		
<input checked="" type="checkbox"/>	MUSC 112	I, D, M				I, D, M
<input type="checkbox"/>	MUSC 113	I, D, M		I, D, M		I, D, M
<input type="checkbox"/>	MUSC 122	I, D, M		I, D, M		I, D, M
<input type="checkbox"/>	MUSC 123	I, D, M		I, D, M		I, D, M
<input type="checkbox"/>	MUSC 124	I, D, M		I, D, M		I, D, M
<input checked="" type="checkbox"/>	MUSC 133		I, D			I, D
<input checked="" type="checkbox"/>	MUSC 133L		I, D			I, D
<input type="checkbox"/>	MUSC 134		D, M			D, M
<input type="checkbox"/>	MUSC 134L		D, M			D, M
<input checked="" type="checkbox"/>	MUSC 141	I		I	I	
<input checked="" type="checkbox"/>	MUSC 143		I, D	I, D	I, D	
<input type="checkbox"/>	MUSC 173	I, D		I, D		I, D
<input type="checkbox"/>	MUSC 175	I, D		I, D		I, D
<input type="checkbox"/>	MUSC 176	I, D		I, D		I, D
<input type="checkbox"/>	MUSC 222	D, M		D, M		D, M
<input type="checkbox"/>	MUSC 223	D, M		D, M		D, M
<input type="checkbox"/>	MUSC 224	D, M		D, M		D, M
<input type="checkbox"/>	MUSC 225	D, M		D, M		D, M
<input type="checkbox"/>	MUSC 233		M			M
<input type="checkbox"/>	MUSC 233L		M			M
<input type="checkbox"/>	MUSC 234		M			M
<input type="checkbox"/>	MUSC 234L		M			M
<input type="checkbox"/>	MUSC 273	D, M		D, M		D, M
<input type="checkbox"/>	MUSC 274	M		M		M
<input type="checkbox"/>						
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<input type="checkbox"/>						
<input type="checkbox"/>						

Faculty/Staff Member (Please Print):

Date Submitted:

PROGRAM LEARNING OUTCOMES



Program: Commercial Music Level II Performance Specialty

- 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.

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
1,2,3,4,6	Demonstrate an advanced understanding of and skill level in the use of music technology	80% of students will achieve a score of 70% or better in MUSC 134/134L. Students will be evaluated based on their performance on tests. These will all be judged by instructor-designed criteria or instructor-designed rubric. Practical examinations using instructor-designed rubric. Student-created CD, judged by instructor-designed criteria.
1,2,3,4,5,6	Demonstrate the ability to perform through participation in vocal and/or instrumental groups	80% of students will achieve a score of 70% or better in MUSC 124, or MUSC 222, or MUSC 223, or MUSC 274. Instructor observation of student performance in rehearsal and performance judged by instructor-designed criteria. Student performances will be on advanced rock band literature, jazz improvisational skills, or advanced jazz literature
1,2,3,4,6	Examine and demonstrate aural analysis, technical skills, structural, and aesthetic features needed to produce quality songwriting	80% of students will achieve a score of 70% or better in MUSC 113. Students will be evaluated based on their performance on tests. These will all be judged by instructor-designed criteria or instructor-designed rubric. Student-created music and lyrics chart using instructor-designed rubric. Student-created lead sheets using instructor-designed rubric.
1,2,3,4,5,6	Demonstrate the ability to analyze and critically evaluate a live musical performance	80% of students will achieve a score of 70% or better in MUSC 141. Concert evaluations will be judged using an instructor-designed criteria or instructor-designed rubric.

Area Dean Approval: _____

Date: _____

SLO Committee Approval: _____

Date: _____

PROGRAM NAME		Level II Performance Specialty			
DIVISION		Visual and Performing Arts			
DEPARTMENT		Commercial Music			
DATE APPROVED					
DEGREE		<input 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
<input type="checkbox"/>	MUSC 102				
<input type="checkbox"/>	MUSC 103				
<input type="checkbox"/>	MUSC 104				
<input type="checkbox"/>	MUSC 107				
<input type="checkbox"/>	MUSC 112				
<input checked="" type="checkbox"/>	MUSC 113			D, M	D, M
<input type="checkbox"/>	MUSC 122				
<input type="checkbox"/>	MUSC 123				
<input checked="" type="checkbox"/>	MUSC 124		I, D, M		I, D, M
<input type="checkbox"/>	MUSC 133				
<input type="checkbox"/>	MUSC 133L				
<input checked="" type="checkbox"/>	MUSC 134	D, M			D, M
<input checked="" type="checkbox"/>	MUSC 134L	D, M			D, M
<input checked="" type="checkbox"/>	MUSC 141				D, M
<input type="checkbox"/>	MUSC 143				
<input type="checkbox"/>	MUSC 173				
<input type="checkbox"/>	MUSC 175				
<input type="checkbox"/>	MUSC 176				
<input checked="" type="checkbox"/>	MUSC 222		D, M		D, M
<input checked="" type="checkbox"/>	MUSC 223		D, M		D, M
<input type="checkbox"/>	MUSC 224				
<input type="checkbox"/>	MUSC 225				
<input type="checkbox"/>	MUSC 233				
<input type="checkbox"/>	MUSC 233L				
<input type="checkbox"/>	MUSC 234				
<input type="checkbox"/>	MUSC 234L				
<input type="checkbox"/>	MUSC 273				
<input checked="" type="checkbox"/>	MUSC 274		M		M
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Welcome to the inaugural edition of the SLO Committee Newsletter!

Next academic year we hope to communicate with you via newsletter twice each semester. Our goal is improving assessment-related practices and communication campus-wide. Each edition will include current information on SLO-related compliance rates and goals, a Question Corner where frequently asked questions are addressed, SLO success stories, and comments from campus leaders.

Many thanks for all you are doing to ensure AVC continues to make student success and student-centered learning our top priorities!

The SLO Committee

What's New? A new look for the SLO Committee!

Beginning Fall 2012 the SLO Committee resumes work under the leadership of a new Faculty Co-Chair, Dr. Fredy Aviles, and an expanded membership roll. In order to improve communication and more effectively facilitate SLO-related work, the committee will include representatives from each campus division, at-large representatives appointed by the Academic Senate, and representation from ASO, administration, classified employees, and confidential management. Committee members will receive updated WEAVEonline training each semester, work closely with AP&P reps to ensure consistent practices, and coordinate data collection efforts. Representatives are still needed for some divisions and areas. Please contact Gloria Kastner in the Academic Senate Office if you need further information.

Question Corner

1. I am confused about the difference between Course Objectives and SLOs – can you please explain this?

Course objectives are specific, measurable small steps toward learning. They are discrete statements of course content and create the framework for SLOs. SLOs are overarching observable characteristics that allow faculty to provide evidence that learning has occurred as a result of a specific course, program, activity, or process. SLOs usually incorporate critical thinking and often synthesize learning from several course objectives. Think of course objectives as building blocks and SLOs as evidence of a completed structure.

(I hope these definitions make sense. I am thinking we need to tweak what we have in the glossary to match this...glossary definition of SLOs seems a bit wordy to me. Let me know what you think.)

2. Where can I find more information and forms I need to fill out?

Go to avc.edu and select Student Learning Outcomes from the A-Z Index.. Select Documents from the menu on the left side of the page. You will find forms used for developing and revising SLOs, PLOs, and OOs along with other useful information.

3. What if I print out the 5-step Guide to WEAVE SLO Entry and am still confused?

Please contact Aaron Voelcker, Research Analyst and WEAVEonline Administrator, for assistance with WEAVEonline. Aaron can be reached at ext. 6826 or avoelcker@avc.edu.

COMING SOON...Spring Assessment Week May 7 through 11!!!

You are cordially invited to join Ted “Revere” Younglove and members of the SLO Committee at any of the following informative training sessions:

**Monday May 7 General Training for Faculty, Staff, and Administration
5 to 7 p.m.**

**Tuesday May 8 Special Training for Deans and Administrative Council
TBD**

**Wednesday May 9 Faculty Training
2 to 4 p.m.**

**Thursday May 10 Faculty Training
5 to 7 p.m.**

Friday May 11 General Training for Faculty, Staff, and Administration

A letter from our accreditation committee:

**Takin’ a Ride on the SLO Train
Tina Leisner McDermott, Accreditation Coordinator**

In 2007-2008, the college made a significant effort to write SLOs for every course taught on campus. We succeeded in that effort, and breathed a collective sigh of relief. Whew, that’s done, now we can get back to what we love doing: teaching! Then came the call to assess the SLOs we had written. And then came training for WEAVEonline, which threw some of us into techno-phobic spins, vehement denial, and avoidant behaviors. Meanwhile, the chug-a-chug wheels of the SLO train kept churning down the track. Accreditation team visits, a recommendation letter, SLO workshops, Paul Revere videos, more workshops, email reminders, it never seems to stop. Understandably, the culture change that SLOs have created can be both exciting and unnerving at the same time.

However, it is clear to me that we can make the SLO ride valuable and worthwhile for ourselves as educators.

Let's refer to the idea mentioned in the first paragraph: *we love teaching*. One of the reasons I commute 2 hours a day to teach at AVC is not only to be in the classroom with my students, but also the inspiration I draw from so many of my talented and dedicated colleagues. I never want to stop learning from all of you. Every hallway conversation, coffee chat, flex event, and department or division meeting, I pick up some gem from someone that helps me be a better educator. The work of SLO's – assessment and discussion amongst colleagues – has always been done organically. It's nothing really new. The difference is that the SLO process is a way to make concrete the intangible. Have you had a sense your students were improving but not sure why? Have you wondered why that one concept never seems to be successfully learned? Have you discussed ideas and shared teaching methods with your colleagues? Of course, you have been doing this all along. And chances are it's one of the most rewarding aspects of your job.

SLOs and PLOs are a method to document and make concrete these aspects of our job, which we have always enjoyed. There are many creative and engaging ways to make the SLO process rewarding and interesting. There are also many ways to streamline the process, save time and energy, and incorporate it all smoothly into our existing teaching and departmental practices.

Through this newsletter, faculty will share positive experiences and ideas that can help lead our whole campus not to just “get it done” but to make this journey an enjoyable and gratifying one for us as educators. Bon voyage!

And a final “blurb” from Aaron and Ted’s office – graph of progress and short message of future goals...goal of 100% compliance Spring 2012/PLOs too and kudos for progress we made Fall 2012. Aaron, let’s include your graph.

.....put together with Gloria (pretty paper or some small pleasing pictures) and put in 2 page HARD COPY (ask Sharon for funding) for mailboxes and send out electronically.....