



**ANTELOPE VALLEY COLLEGE  
STUDENT LEARNING OUTCOMES  
COMMITTEE MEETING  
MINUTES  
August 27, 2012  
3:00 p.m.  
L201**

- 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. May 14, 2012**
- 5. REPORTS**
  - a. Updates from the Department of Institutional Effectiveness, Research, and Planning – TBD/A Voelcker**
- 6. ACTION ITEMS**
- 7. DISCUSSION ITEMS**
  - a. Fall 2012 Welcome Back**
  - b. Spring 2013 SLO/PLO reporting deadline (A. Voelcker)**
  - c. SLO Committee member responsibilities (attachment)**
  - d. WEAVE training for committee members (A. Voelcker)**
  - e. SLO/PLO revision process (attachment)**
- 8. ADMINISTRATIVE BUSINESS**
  - a. Revised SLOs received and recorded:**
    - HD 102**
  - b. SLO-Related Events:**
    - SLOs/PLOs: Cleaning up our data- Thursday, September 13, 2012 (6-9 pm, SSV 151)**
- 9. OTHER**
  - a. Future SLO Meeting dates for Fall 2012:**
    - Sept. 10, 2012**
    - Sept. 24, 2012**
    - Oct. 8, 2012**
    - Oct. 22, 2012**
    - Nov. 12, 2012**
    - Nov. 26, 2012**
- 10. ADJOURNMENT**



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Dr. Fredy Aviles, the Student Learning Outcomes (SLO) Faculty Co-Chair, called the August 27, 2012 SLO Committee meeting to order at 3:10 p.m. The following members were in attendance:

Dr. Fredy Aviles  
Dr. Bassam Salameh  
Aaron Voelcker  
Stacey Adams  
Irit Gat  
Leslie Baker

Carolyn Burrell  
Lloyd Howard  
Dr. Robert Harris  
Yvette Cruzalegui  
Wendy Stout  
Glenn Haller

**2. OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR**

Dr. Aviles welcomed members to the first meeting of the Fall 2012 academic year. He mentioned that he wants representatives of the various divisions/areas to provide him with a schedule of their meetings for the Fall and Spring semesters.

**3. OPEN COMMENTS FROM THE PUBLIC**

There were no public comments from the floor.

**4. APPROVAL OF MINUTES**

**a. May 14, 2012**

Minutes from the 5/14/12 meeting were approved.

**5. REPORTS**

**a. Updates from the Department of Institutional Effectiveness, Research, and Planning – TBD/A Voelcker**

Aaron Voelcker gave a presentation update regarding the Department of Institutional Effectiveness, Research & Planning.

**6. ACTION ITEMS**

There were no action items.

**7. DISCUSSION ITEMS**

**a. Fall 2012 Welcome Back**

Discussion was positive regarding the Welcome Back Event. Most members did not have enough time for the group work – but their assignment went well. Dr. Aviles did the VAPA presentation. He mentioned the presentation went well but had no time for group work. Dr. Salameh said his presentation went well and had no time for group work as well. Ms. Gatt mentioned she had one participant with negative comments (re: No Child Left Behind), but faculty present turned the conversation around to a positive discussion. Stacey Adams said her group skipped most of the presentation and instead focused on group work. Her group wrote all their actions plans and everything went very well. Leslie Baker said their group had time to work in groups and had good discussion and involvement. Carolyn Burrell used the Power Point and received some help from Bob Harris who was at the presentation. They were able to work in groups as well. Glen Haller held a presentation and received some support from Dr. Cynthia Lehman. They spent time on

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**b. Spring 2013 SLO/PLO reporting deadline (A. Voelcker)**

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Absentee members must make-up training directly with Mr. Voelcker.

**e. SLO/PLO revision process (attachment)**

This item was tabled.

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**10. ADJOURNMENT**

A motion was made and seconded to adjourn the August 27, 2012 Student Learning Outcomes Committee meeting at 4:30 p.m. Motion carried.

Faculty/Staff Member (Please Print) Richard Coffman

Date Submitted: 08/28/2012

**STUDENT LEARNING OUTCOMES**



ANTELOPE VALLEY COLLEGE

**COURSE SUBJECT & NUMBER:** Geol 102L

**COURSE TITLE:** Historical Geology Laboratory

- 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
3	NA	Identify and correlate major fossil groups with appropriate time periods on the Geologic Time Scale.	Laboratory exercises and specific test questions will focus on the identification of major fossil groups and their correlation with the Geologic Time Scale. Achievement targets will be considered met when 70% or more of the students receive a score of 70% or higher on those questions.
3,4	NA	Apply concepts and principles of Historical Geology including modes of fossilization, evolution, and extinction to the development of the Geologic Time Scale.	Laboratory exercises and specific test questions will focus on the concepts and principles of Historical Geology and the development of the Geologic Time Scale. Achievement targets will be considered met when 70% or more of the students receive a score of 70% or higher on those questions.
3,4	NA	Apply the principles of relative and absolute age dating to interpret the proper sequences of geologic events.	Laboratory exercises and specific test questions will focus on the concepts and principles of relative and absolute age dating and the determination of sequences of geologic events. Achievement targets will be considered met when 70% or more of the students receive a score of 70% or higher on those questions.

Arca Dean Approval: \_\_\_\_\_

Date: \_\_\_\_\_

SLO Committee Approval: \_\_\_\_\_

Date: \_\_\_\_\_

Form approved: 2/11/2008/Updated March 2011

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: Soldiers to Scholars**

- 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.
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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.	All students who complete the course will discuss various methods of managing various reaction to war on short essay quiz.
2,4	1	Identify community resources that may enable readjustment to civilian life.	All students who complete the course will correctly identify at least three community resources on a checklist of available services.
2,4	1	Discuss effective interpersonal communication strategies.	All students who complete the course will, on a short essay quiz, adequately discuss the application of the interpersonal communication strategies they identify as effective in their lives.
2,4	1	Identify and evaluate efficacy of various strategies for resource management.	All students will identify resource management strategies and evaluate their effective implementation in the students' lives in a brief essay to be scored by instructor-established rubric.

Area Dean Approval: \_\_\_\_\_ Date: \_\_\_\_\_ SLO Committee Approval: \_\_\_\_\_ Date: \_\_\_\_\_  
 Form approved: 2/11/2008/Updated March 2011

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

Date Submitted: \_\_\_\_\_

**STUDENT LEARNING OUTCOMES**



ANTELOPE VALLEY COLLEGE

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ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
2,4	1	Identify and evaluate the efficacy of various study strategies.	All students will evaluate the efficacy of at least three study strategies as they apply to their educational plan.

Area Dean Approval: \_\_\_\_\_

Date: \_\_\_\_\_

SLO Committee Approval: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty/Staff Member (Please Print) Fredy Aviles

Date Submitted: 9/10/2012

**STUDENT LEARNING OUTCOMES REVISION**



ANTELOPE VALLEY COLLEGE

**COURSE SUBJECT & NUMBER:** SOC 200

**COURSE TITLE:** Research Methods for the Social Sciences

- 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.
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  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 revised 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. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
3, 4	1	Produce a research report that reviews, synthesizes, and critiques current research on a social topic.	Research paper in APA, ASA, AAA, SAA, MLA, Turabian, or Chicago literary style to be determined by faculty. Graded with a faculty developed rubric. Score of 70% or more is needed to meet the SLO. The achievement target is that 70% of students will have met the SLO. <input checked="" type="checkbox"/>	Faculty determined that specific literary styles need to be mentioned as part of the assessment method.
3, 4	2	Critically evaluate the validity of hypotheses, methodology, and use of human and non-human subjects in research reports	Multiple choice, short answer, and/or essay exam with standardized grading rubric. A score of 70% or higher will be considered as meeting the SLO. The achievement target is that 70% of students will have met the SLO.	Faculty wanted flexibility in assessing the SLO.

SLO Committee Acknowledgement \_\_\_\_\_ Date: \_\_\_\_\_

SLO Committee/ March 2011

## SLO Committee Revision Process

The SLO Committee Faculty Co-chair shall review SLO/PLO/OO revisions before bringing them to the SLO committee for a more thorough review.

Any change considered a minor revision will be approved by the faculty co-chair and recorded. Notification of approval will be sent to the faculty that submitted the revised SLOs/PLOs/OOs so that the relevant changes can be made in WEAVE and assessment can continue.

Any change considered a major revision 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 before 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/OO but not its basic content.
- A change in the assessment method or achievement target of the SLO/PLO/OO.
- A change in the number of SLOs/PLOs/OOs that still assesses the same basic content (e.g. 1 SLO is split into 2).
- Any other change in the SLO/PLO/OO that does not necessitate a change in the course objectives.

### **Major Revision:**

- A change in the basic content of the SLO/PLO/OO 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.





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Dr. Aviles welcomed members to the first meeting of the Fall 2012 academic year. He mentioned that he wants representatives of the various divisions/areas to provide him with a schedule of their meetings for the Fall and Spring semesters.

**3. OPEN COMMENTS FROM THE PUBLIC**

There were no public comments from the floor.

**4. APPROVAL OF MINUTES**

**a. May 14, 2012**

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**5. REPORTS**

**a. Updates from the Department of Institutional Effectiveness, Research, and Planning – TBD/A Voelcker**

Aaron Voelcker gave a presentation update regarding the Department of Institutional Effectiveness, Research & Planning.

**6. ACTION ITEMS**

There were no action items.

**7. DISCUSSION ITEMS**

**a. Fall 2012 Welcome Back**

Discussion was positive regarding the Welcome Back Event. Most members did not have enough time for the group work – but their assignment went well. Dr. Aviles did the VAPA presentation. He mentioned the presentation went well but had no time for group work. Dr. Salameh said his presentation went well and had no time for group work as well. Ms. Gatt mentioned she had one participant with negative comments (re: No Child Left Behind), but faculty present turned the conversation around to a positive discussion. Stacey Adams said her group skipped most of the presentation and instead focused on group work. Her group wrote all their actions plans and everything went very well. Leslie Baker said their group had time to work in groups and had good discussion and involvement. Carolyn Burrell used the Power Point and received some help from Bob Harris who was at the presentation. They were able to work in groups as well. Glen Haller held a presentation and received some support from Dr. Cynthia Lehman. They spent time on

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**c. SLO Committee member responsibilities (attachment)**

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Absentee members must make-up training directly with Mr. Voelcker.

**e. SLO/PLO revision process (attachment)**

This item was tabled.

**8. ADMINISTRATIVE BUSINESS**

**a. Revised SLOs received and recorded:**

- HD 102

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- SLOs/PLOs: Cleaning up our data- Thursday, September 13, 2012 (6-9 pm, SSV 151)

**9. OTHER**

**a. Future SLO Meeting dates for Fall 2012:**

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**10. ADJOURNMENT**

A motion was made and seconded to adjourn the August 27, 2012 Student Learning Outcomes Committee meeting at 4:30 p.m. Motion carried.



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STUDENT LEARNING OUTCOMES MEETING**

**September 10, 2012  
3:00 p.m. – 4:30 p.m.  
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To conform to the open meeting act, the public may attend open sessions

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  - a. August 27, 2012
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6. **ACTION ITEMS**
  - a. HD 102
  - b. Geol 102 L
  - c. SOC 200
7. **DISCUSSION ITEMS**
  - a. Operational Outcomes (Kim Kovell)
  - b. SLO/PLO revision process (attachment)
  - c. How to be a good mentor/facilitator for your area/division
  - d. Training for new SLO committee members
8. **ADMINISTRATIVE BUSINESS**
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**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.



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