



**ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING**

**March 12, 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. February 13, 2012 (attachment)
- 5. REPORTS**
 - a. Updates from the Office of Institutional Research and Planning – T. Younglove/A. Voelcker
- 6. ACTION ITEMS**
 - a. **PLOs (Partial Attachments)**
 - i. **Commercial Music Level I**
 - ii. **Commercial Music Level II**
 - iii. **Communication Studies**
 - iv. **Digital Media**
 - v. **English**
 - vi. **Instructional Aide**
 - b. **New Course SLOs (Attachments)**
 - i. **ART 150**
 - ii. **SOC 200**
- 7. DISCUSSION ITEMS**
 - a. March 14 meeting with FPD Committee – M. Parker
 - b. Spring 2012 Welcome Back Comment Summaries/Responses – A. Voelcker
 - c. SLO Newsletter – I. Gat/M. Parker (Attachment)
 - d. Accreditation Response – M. Parker/T. Younglove/A. Voelcker (Attachments)
 - e. Revised SLO Glossary – F. Aviles (Attachments)
- 8. ADMINISTRATIVE BUSINESS**
 - a. LAC 020 and MATH 135 SLO corrections/revisions received and recorded
 - b. GIS PLO correction received and recorded
 - c. SLO-Related Events for Spring – Your participation is welcome!
 - FPD Event “SLOs: From Data to Action Plans” - May 2, 2012
 - FPD Event “SLO Basic Training” – March 15, April 11, and May 2, 2012
 - FPD Event “WEAVE: Refresher Training” – March 21 and April 27, 2012
 - FPD Event “Learning Outcomes Update” – May 4, 2012
 - Assessment Week (FPD credit available) – May 7 through 11, 2012
 - WEAVE Data Days – June 5-7, 2012
 - Assessment of SLOs Regional Workshop, So Cal Meeting-Friday March 9, 2012 San Diego Miramar College (10 a.m. to 4 p.m.)
- 9. OTHER**
 - a. SLO meeting dates for Spring 2012: March 26, April 9 and 23, 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
March 12, 2012

1. CALL TO ORDER AND ROLL CALL

Ms. Melanie Parker, the Student Learning Outcomes (SLO) Faculty Co-Chair, called the March 12, 2012 SLO Committee meeting to order at 3:01 p.m.

Ms. Parker stated she would like to committee to consider amending the agenda to allow agenda item 7c. SLO Newsletter to be discussed after the approval of minutes. She indicated Dr. Gat is unable to stay for the entire meeting therefore would like to facilitate the time needed for the committee to discuss this item while Dr. Gat is present. A motion was made and seconded to amend the March 12, 2012 SLO Committee meeting agenda and move item 7c. SLO Newsletter to be discussed after the approval of minutes. Motion carried.

In addition, Ms. Parker requested the committee amend the agenda to remove agenda item 6a-iv. PLOs: Digital Media as the discipline did not complete the necessary work needed to complete the PLO for review. A motion was made and seconded to remove agenda item 6a-iv. PLOs: Digital Media. Motion carried.

2. OPEN COMMENTS FROM THE CHAIR

- Ms Parker reported she and Dr. Fredy Aviles had registered to participate in the upcoming Statewide Academic Senate Southern California Regional SLO Meeting on Friday, March 16, 2012 at San Diego Miramar College, although a closer regional SLO meeting is being established in Los Angeles sometime in May 2012. In efforts to save time and money they will opt to attend the more local SLO regional meeting in Los Angeles.

3. OPEN COMMENTS FROM THE PUBLIC

None

4. APPROVAL OF MINUTES

a. February 13, 2012 (attachment)

A motion was made and seconded to approve the February 13, 2012 SLO Committee minutes as corrected. Motion carried.

5. REPORTS

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

- Mr. Aaron Voelcker reported a recent compliance report indicated the District has increased the SLO/PLO reporting data by 8% since February 2012. The faculty are doing a great job in ensuring data is being entered into WEAVEonline. Daily emails are being received from faculty indicating they have entered the necessary data for compliance purposes which is great news.
- WEAVEonline is being adapted to facilitate Program Review Annual Report data. Mr. Voelcker is using College of the Canyons as a model to incorporate this process into WEAVE. While WEAVEonline may not be the complete answer to integrating of Program Review data, it gets us closer to our goal of Program Review being an electronic process. At this time Mr. Voelcker is working on formatting WEAVEonline to include Program Review data and identifying the minimum data needed for Program Review reports based on Accreditation requirements. All the critical Accreditation pieces are being incorporated and are coming together nicely.

6. ACTION ITEMS

a. PLOs (partial attachment)

i. Commercial Music Level I

A motion was made and seconded to approve the Commercial Music Level I PLO. Committee members reviewed the submitted PLO and expressed their concern with the use of a letter grade being used as the Assessment Method and/or the Achievement Target for the proposed PLO. The committee has worked really hard to ensure faculty separate course grades from SLO/PLO Assessment Methods and/or Achievement Targets. Ms. Marquez stated it would be a dangerous practice for the committee to begin allowing faculty to use grades as an Achievement Target for PLOs because grades vary from instructor to instructor. Ms. Maggie Drake reported she worked with the discipline faculty member and the program is performance based. In the course of trying to determine Assessment Methods and Achievement Targets it became a difficult task as the program does not include a great deal of course assignments. The discipline faculty place emphasis on the culminating performance to determine success. Mr. Voelcker indicated four out of the five PLOs are assessed at Introductory level courses instead of at the Mastery level courses. The discipline should be acquiring data from Mastery level course(s) and assignment(s) to obtain accurate data results. Ms. Stacey Adams stated the discipline faculty are on the right track in regards to establishing PLO requirements and if they would have included percentages in the Assessment Method and Achievement Target area rather than a letter grade the other issues can be remedied relatively easily. Ms. Parker indicated she would contact the discipline faculty and work with them in addressing the issues the committee has communicated. Motion failed.

ii. Commercial Music Level II

A motion was made and seconded to approve the Commercial Music Level II PLO. See concerns and issues which need to be addressed in the above paragraph. Motion Failed.

iii. Communication Studies

A motion was made and seconded to approve the Communication Studies PLO. Ms. Marquez indicated the same issue of using a letter grade in the Assessment Method and Achievement Target area instead of using percentages as the assessment or achievement target. Committee members indicated the language used for the PLOs is unclear and should be made clearer. In addition, they should describe how analysis will be performed in PLO #2 and #3, as well as communicate how the data will be captured for an exit interview. PLO #1 and #2 should be tied to a specific course which they are connected to the exit interview and videos. More information for clarity purposes is needed for this PLO. Ms. Parker indicated she would contact the discipline faculty and work with them in addressing the issues the committee has communicated. Motion failed.

iv. Digital Media

This agenda item was removed.

v. English

A motion was made and seconded to approve the English PLO. Committee members indicated the same issues mentioned in the approval of the previous PLOs are found in the English PLO. The use of a letter grade in the Assessment and Achievement Target, The language of the Achievement Target for PLO #1 is confusing and needs to be clarified. The Assessment Method and Achievement Target language for PLO #1 sounds like it is an additional assignment outside the course. Ms. Adams indicated how the discipline faculty would assess student for PLO #3 is a concern as these activities occur outside class time. Ms. Parker indicated she would contact the discipline faculty and work with them in addressing the issues the committee has communicated. Motion failed.

vi. Instructional Aide

A motion was made and seconded to approve the Instructional Aide PLO. Committee members reviewed the PLO information and determined the PLO language, Assessment Methods, and Achievement Targets were adequately reflected. Motion carried.

b. New Course SLOs (attachment)

i. Art 150

A motion was made and seconded to approve the SLO for Art 150. Committee members reviewed the SLO information and suggested the incorporation of a rubric or checklist as an Assessment Method and Achievement Target. In addition, the committee recommended identifying who would be performing the

critique, would it be a group or individual critique? The SLO language is good but some assistance is needed to in identifying Assessment Methods and Achievement Targets. Motion failed.

ii. Soc 200

A motion was made and seconded to approve the SLO for Soc 200. Dr. Aviles provided an accurate copy of the course SLO and provided an overview of the course. He stated originally the course was presented as a Psychology discipline research course. After some discussion and review with some of the Social Science faculty, it was determined the Minimum Qualification for Sociology was more suited to facilitate a broad based research course facilitating the opportunity for faculty in other Social Science disciplines to teach the course. The Anthropology, Psychology, and Sociology discipline faculty were in agreement to request the designation of the course be changed from Psychology to Sociology. The course was submitted to the Academic Policies and Procedures (AP&P) Committee for review and was approved December 2011. Committee members reviewed the SLO language and expressed their concern regarding establishing a broad base research course that could potentially be taught by different discipline faculty from one semester to another and would not ensure continuity for students who are unsuccessful in completing the course. A student could very likely repeat the course in the subsequent semester which would be taught by a different discipline faculty and emphasizing the research methods using an alternate literary style. In addition, there was concerned expressed regarding the statement of the Sociology discipline Minimum Qualification being broad. The Minimum Qualification for the discipline of Sociology are as restrictive as the Psychology discipline. Dr. Aviles indicated the discipline faculty of the Anthropology, Psychology, and Sociology disciplines did not want to identify a specific literary style to allow flexibility in the use of the specific literary style of the individual disciplines. Ms. Márquez stated she is not sure how the course would be articulated with the CSU and UC systems. Ms. Parker requested a copy of the AP&P Committee approved Course Outline of Record prior to moving forward with any further discussion of approving the course SLO. Motion failed.

7. DISCUSSION ITEMS

a. March 14 meeting with FPD Committee – M. Parker

Ms. Parker reminded committee members that on the March 14, 2012 Faculty Professional Development (FPD) the SLO Committee has requested an agenda item be included for discussion. Ms. Parker stated she will provide an overview of changes made to the committee composition and representative responsibilities in efforts to suggest the hours for committee representatives be revised similar to that of the credit awarded to AP&P Committee Representatives. In addition, it will be an opportunity for FPD Committee members to convey any concerns they might have in regards to SLO/PLO training and contractual obligation. Committee members were encouraged to attend the meeting in support of the changes that have been made to the committee composition and responsibilities of representatives. The FPD meeting is scheduled for Wednesday, March 14, 2012 beginning at 2:00 p.m. in A140.

b. Spring 2012 Welcome Back Comment Summaries/Responses – A. Voelcker

Mr. Voelcker indicated he doesn't have additional information to present at this time. He was unclear on any additional tasks the committee was looking for him to perform with the feedback received from the Welcome Back Day workshop. He can begin working on converting some of the feedback into a Frequently Asked Question (FAQ) format for the committee to utilize in the proposed SLO newsletter. We will be able to post the document on the SLO web site when completed.

c. SLO Newsletter – I. Gat/M. Parker (attachment)

Ms. Parker reviewed the SLO Newsletter and indicated she would like to see the publication in both electronic and paper format for the first couple of publications so faculty become aware and familiar with the new publication source. Once adequate communication has been established with faculty, the move to a strictly electronic format can be communicated to faculty. The newsletter should be formatted on one sheet of paper using both sides of the page to highlight relevant and important SLO/PLO information. All publications will be posted to the SLO and WEAVEonline web pages. The formatting of the newsletter should look professional and include graphics so the appearance of the publication is in a newsletter format. Committee members were asked to review the drafted pieces to be included in the first SLO/PLO publication. Ms. Márquez had contacted Ms. Parker about the content of the Accreditation piece. She stated the Accreditation

piece should be written according to the documented evidence and avoid using what is being heard as a basis of information. The college has always met the standards required for SLO work and the District is currently in a new phase of the work. The newsletter will become evidence and ultimately the District will have to explain the previously reported information if we distribute contradicting information. Ultimately, there is a need to ensure the message being conveyed is consistent with the previous reports. The piece should speak to where the District is today in terms of SLO/PLO work. The history has already been documented and should be motivating the campus constituencies in the work that has been performed and needs to be completed. The tone of the piece gives the wrong impression and should emphasize and speak to the Accreditation process and work needed. It is the SLO Committees' responsibility to speak to SLO progress. Ultimately, if the District is sanctioned or loses their Accreditation it won't be solely on the basis of SLO/PLO work. It will be based on a multiple reasons. The piece gives the impression that Accreditation is hinging on SLO/PLO work which is completely inaccurate. Ms. Parker indicated she received another draft of the Accreditation piece and does not want to be too critical as the Faculty Accreditation Coordinator is making an attempt to connect with the faculty. Ms. Adams indicated she can completely relate to the piece although it may not be written in a tone that is appropriate for the first SLO/PLO publication. Ms. Drake stated the tone she hears is one of a new Faculty Accreditation Coordinator and a lack of understanding of the history in comparison to where the District is now. Ms. Márquez stated the newsletter should include an expanded introduction, a piece on the changes made to the SLO Committee composition and the rationale behind this decision, an invitation for faculty to speak to their division appointed committee representative, and a detailed question and answer section conveying the section was generated from the evaluation survey results. Ms. Parker indicated she would take all the feedback and work with Dr. Gat and Ms. Tina McDermott to work on a revised draft of the newsletter.

d. Accreditation Response – M. Parker/T. Younglove/A. Voelcker (attachment)

Ms. Parker provided a brief overview of the Accreditation responses pertaining specifically to SLOs which need to be addressed. She indicated that for Recommendation 1a they are writing a great deal about the training opportunities made available to faculty and are accumulating evidence of completing the loop in the planning process. In addition, they are including the changes made to the committee composition and the incorporation of Program Review Annual Report data into WEAVEonline. Mr. Voelcker is working on creating a checklist or template of required data and information for Program Review Annual Reports. The process is moving forward but there is a need to get to the point where evidence is prolific. Ms. Drake indicated we need to focus the compilation of evidence in the areas that have been actively working on SLO/PLO data (i.e. Technical areas, Student Services areas, Health Science areas) and not simply miss the opportunity to speak to the areas that are actively revising SLOs based on data and changing course content based on data results. These areas are demonstrating closing the loop as required and the larger element of closing the loop at the District level is being addressed accordingly. We shouldn't miss the opportunity to speak to this in the Accreditation report. Ms. Parker indicated this discussion item will appear again on the the March 26, 2012 SLO agenda due to the designated meeting time elapsing.

e. Revised SLO Glossary – F. Aviles (attachment)

Ms. Parker indicated due to the lack of time to thoroughly discuss this discussion item it will be tabled and included on the March 26, 2012 SLO agenda.

8. ADMINISTRATIVE BUSINESS

a. LAC 020 and MATH 135 SLO Corrections/Revisions received and recorded

b. GIS PLO correction received and recorded

c. SLO Related Events for Spring – Your participation is welcome!!

- **FPD event: “SLOs: From Data to Action Plans” – May 2, 2012**
- **FPD event: “SLO: Basic Training – March 15, April 11, and May 2, 2012**
- **FPD event: “WEAVE: Refresher Training” – March 21 and April 27, 2012**
- **FPD event: “Learning Outcomes Update”- May 4, 2012**
- **Assessment Week (FPD credit available) – May 7th through May 11th, 2012**
- **WEAVE Data Days – June 5th – 7th, 2012**
- **Assessment of SLOs Regional Workshop, So. Cal. Meeting – Friday, March 9, 2012, San Diego Miramar College (10:00 a.m. – 4:00 p.m.)**

9. **OTHER**

a. **Future SLO Meeting dates for Spring 2012: March 26th, April 9th and 23rd, and May 14th.**

10. **ADJOURNMENT**

A motion was made and seconded to adjourn the March 12, 2012 Student Learning Outcomes Committee meeting at 4:35 p.m. Motion carried.

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

Faculty/Staff Member (Please Print):

Date Submitted:

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Commercial Music Level I General Certificate

Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support.

Submit a signed copy of this form to the SLO committee mailbox.

Institutional Learning Outcomes

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome.

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

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1,2,3,4,5	Demonstrate the ability to categorize, identify, and analyze significant genres of music	An individual grade of a C or better is achieved on a research paper in MUSC 102 or MUSC 103. The achievement target is that 80% of all students assessed should achieve this target.
1,2,3,4,6	Demonstrate a basic understanding of and skill level in the use of music technology and sound engineering	An average grade of C or better is achieved on a recording assignments in MUSC 133/133L and MUSC 143. The achievement target is that 80% of all students assessed should achieve this target.
1,2,3,4,5,6	Demonstrate the ability to analyze and critically evaluate a live musical performance	An average grade of C or better is achieved on concert evaluations in MUSC 141. The achievement target is that 80% of all students assessed should achieve this target.
1,2,3,4,6	Comparing, contrasting, and assessing music industry professions	An individual grade of a C or better is achieved on a career research paper in MUSC 104. The achievement target is that 80% of all students assessed should achieve this target.
1,2,3,4	Demonstrate skills in aural analysis and notation, and performance	An average grade of C or better is achieved on student created music charts and lead sheets in MUSC 112. The achievement is that 80% of all students assessed should achieve this target.

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"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

Faculty/Staff Member (Please Print):

Date Submitted:

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

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	An average grade of C or better is achieved on a recording assignments in MUSC 134/134L. The achievement target is that 80% of all students assessed should achieve this level.
1,2,3,4,5,6	Demonstrate the ability to perform through participation in vocal and/or instrumental groups	An individual grade of a C or better is achieved on the final performance in MUSC 124, or MUSC 222, or MUSC 223, or MUSC 274. The achievement target is that 80% of all students assessed should achieve this level.
1,2,3,4,6	Examine and demonstrate aural analysis, technical skills, structural, and aesthetic features needed to produce quality songwriting	An average grade of C or better is achieved on student produced songs in MUSC 113. The achievement target is that 80% of all students assessed should achieve this level.
1,2,3,4,5,6	Demonstrate the ability to analyze and critically evaluate a live musical performance	An average grade of C or better is achieved on concert evaluations in MUSC 141, The achievement target is that 80% of all students assessed should achieve this target.

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
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Faculty/Staff Member (Please Print): Tom Graves, Ken Lee, Harish Rao, Tina McDermott

Date Submitted: March 9, 2012

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Communication Studies 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 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 students' experience of the program and their academic and professional goals. (80% with a B or better based on department rubric.)
1,3,4,6	#2: Through active listening, program majors will critically analyze verbal and nonverbal messages in a variety of contexts.	Analysis of a variety of speech videos, i.e., TED Conference presentations, student speeches, and political speeches. (80% with a B 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. (80% with a B or better based on department rubric.)

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

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 opportunities that contribute to the economic well being of the community.

Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome.

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

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
1, 2, 4	PLO #1 - Program majors will demonstrate proficiency in academic discourse, rhetoric, style, and format, including research documentation.	Submission of relevant typed essay to English PLO Committee upon or near completion of program. (70% with a C or better based on department rubric)
1, 2, 4, 5	PLO #2 - Program majors will persuasively interpret, analyze, and/or evaluate textual materials across genres and mediums.	Individual exit interview with member(s) of the English PLO Committee. (70% with a C or better based on department rubric)
1, 2, 3, 4, 5, 6	PLO #3 - Program majors will critically engage and explore social issues and phenomena with a demonstrated understanding of cultural diversity, hybridity, and exchange.	Participation in Faculty Professional Development presentation, academic conference, or relevant forum or publication. (70% with a C or better based on department rubric)

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

PROGRAM NAME		English				
DIVISION		Language Arts				
DEPARTMENT		English				
DATE APPROVED						
DEGREE		<input checked="" type="checkbox"/>				
CERTIFICATE		<input type="checkbox"/>				
REQUIRED FOR PROGRAM	COURSE NAME (Ex: AERO 120)	: I = Introduced D = Developed M = Mastery				
		PLO 1	PLO 2	PLO 3		
<input checked="" type="checkbox"/>	ENGL 101	I	I	I		
<input checked="" type="checkbox"/>	ENGL 102	D	D	D		
<input type="checkbox"/>	ENGL 103	D	D	D		
<input type="checkbox"/>	ENGL 111/12	I,D	I,D	I,D		
<input type="checkbox"/>	ENGL 113	I,D	I,D	I,D		
<input type="checkbox"/>	ENGL 211/12	D	D	D		
<input checked="" type="checkbox"/>	ENGL 221	D,M	D,M	D,M		
<input checked="" type="checkbox"/>	ENGL 222	D,M	D,M	D,M		
<input checked="" type="checkbox"/>	ENGL 225	D,M	D,M	D,M		
<input checked="" type="checkbox"/>	ENGL 226	D,M	D,M	D,M		
<input checked="" type="checkbox"/>	ENGL 227	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 230	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 231	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 233/34	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 235	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 236	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 240	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 242	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 244	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 246	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 248	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 250	D,M	D,M	I,D,M		
<input type="checkbox"/>	ENGL 252/53	D,M	D,M	I,D,M		
<input type="checkbox"/>	ENGL 256	D,M	D,M	I,D,M		
<input type="checkbox"/>	ENGL 257	D,M	D,M	I,D,M		
<input type="checkbox"/>	ENGL 259	D,M	D,M	I,D,M		
<input type="checkbox"/>	ENGL 260	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 265	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 270	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 272	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 274	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 279	D,M	D,M	D,M		
<input type="checkbox"/>	ENGL 299	D,M	D,M	I,D,M		

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Instructional Aide

Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support.

Submit a signed copy of this form to the SLO committee mailbox.

Institutional Learning Outcomes

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome.

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

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
2,6	PLO #1: Communicate the duties and credentialing requirements for each level of educational employment.	Assess through through embedded exam questions in ED 140. Successful students will score 70% or above on the embedded questions. 75% of students will score 70% or higher.
2,3	PLO #2: Write measureable behaviorable objectives suitable for evaluating learning outcomes in elementary and secondary settings.	Assess through behavioral objectives written in ED 140. Successful students will complete 85% of written objectives correctly when assessed using a rubric developed by department faculty. 70% of students will score 85% or higher on the total number of objectives written..
2,4	PLO #3: Research at least five areas of exceptionality. Compare and analyze the defining characteristics, educational and social implications, the effects of the exceptionalities on children and their families.	Assess through a research-based paper or project in ED 141 that is scored using a rubric developed by department faculty. Successful students will score 70% above on the paper or project. 75% of students will score 70% or higher.
2,4	PLO #4: Analyze and discuss the educator's role in meeting the educational, ethical, and legal responsibilities and the social-emotional needs of learning disabled students in public education settings.	Assess through a research-based paper or project in ED 145 that is scored using a rubric developed by department faculty. Successful students will score 70% above on the paper or project. 75% of students will score 70% or higher.

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

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER:
COURSE TITLE:

- 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
1,2,3,6	5,7	1. Produce design projects that demonstrate effective visual communication, conceptual and creative development using a variety of media and techniques	1. Portfolio assessment and group and individual critique
1,2,4,5	1,2,3,6,8	2. Analyze the elements of design and the principles of art in both the historical and contemporary context	2. Portfolio assessment, critique, and instructor observation of skill demonstration

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

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: SOC 200

COURSE TITLE: Research Methods for the Social Sciences

- Program Learning Outcomes*
1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
 2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
 3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
 4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
 5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
 6. Identify career opportunities that contribute to the economic well being of the community.

Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. **Submit a signed copy of this form to the SLO Committee mailbox. Submit an electronic copy to mparker@avc.edu.**

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
2, 3, 4		Produce a research report in an accepted literary style that reviews, synthesizes, and critiques current research on a social topic.	Research paper in an accepted literary style. 70% of student should score at least 70% on the research paper.
2, 3, 4		Critically evaluate the validity of hypotheses, methodology, and use of human and non-human subjects in research reports.	Multiple choice questions or short answer/essay or research report. 70% of student should score at least 70% on quiz.

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

Hello from the SLO committee:

We hope that everyone is having a good semester so far and wanted to reach out to the AVC community through this newsletter to give you some up-to-date information that will help guide you as the work on SLOs and PLOs continues. First we would like to thank you for the hard work and effort you are putting into your SLOs and PLOs – creating them, gathering data, data input and making future action plans.

The committee members understand that this process takes time and that in addition to our many other commitments, this is not always an easy endeavor. *WASC – our accrediting agency- has deemed this is an important part of our educational processes and culture. (delete or move this sentence ?)* We also know that there continue to be many questions, concerns and confusion with regard to the process - so through this newsletter we hope some of these can be addressed.

Question Corner

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

The CORS are the small steps that cover specific course content – these create the framework for the overarching SLOs which synthesize, evaluate and analyze the many objects. SLOs provide the concrete evidence that learning has occurred as a result of taking the specified course, program or degree certificate.

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

The SLO website has several posted documents you may find helpful. If you go to the avc.edu website and look under “S” for Student Learning Committee and you will see several subtopics ranging from “Communicating SLOs to Students” (3 forms); Documents that have over 10 documents ranging from AVC SLOs Glossary of Terms, the EASY WEAVE SLO entry guide, and SLO step by step guide, etc. , FORMS, and finally Suggested SLO Reporting Samples.

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

Please feel free to contact Aaron Voelker in the Research office (xWHAT IS HIS EXTENSION?) or Irit Gat (x 6493). They are both **happy to help** guide you through the WEAVE processes so that you can see it is an easy step-by-step entry that once you practice a few times will become easy and useful to organizing your class results.

4. Waiting for Aaron V and Ted Y for other questions / answers from the Flex welcome back....

A letter from our accreditation committee:

Takin' the SLO Train in a New Direction Tina Leisner McDermott, Accreditation Faculty Co-Chair

When SLOs were first introduced to the campus, there was an air of panic and fear. Our accreditation was on the line. Divisions got together and hurriedly wrote their SLOs, breathing a collective sigh of relief. Whew, that's done, now we can get back to what we really love doing: teaching. But no! Then came the call to assess the SLOs we had written. And then came WEAVE, which threw some of us into techno-phobic spins, vehement denial, and avoidant behaviors. Meanwhile, the chug-a-chug wheels keeps churning down the track. Accreditation team visits, a recommendation letter, SLO workshops, Paul Revere videos, more workshops, email reminders, it never seems to stop.

While SLOs are no doubt being imposed on us as a *de facto* condition for continued existence as a campus, there lies the possibility that we can make the ride more valuable and worthwhile for ourselves. 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 because of 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? Or, 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, you have been doing this all along. And chances are, it's one of the most rewarding aspects of your job.

Whether or not you agree with SLOs, let's face it: this train has left the station and it's not turning back. However, SLOs and PLOs are a method to document and make concrete an aspect of our job that we have enjoyed all along. 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 practices.

Through this newsletter, faculty will share positive experiences and ideas that can help lead our whole campus not to just “get it done under the gun” but find out how to make this journey a more enjoyable and gratifying one. Bon voyage!

And a final “blurb” from Aaron and Ted’s office – graph of progress and short message of future goals

And Ted some DATES/ TIMES for WEAVE week in May to start advertising

.....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.....



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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January 31, 2011

Dr. Jackie Fisher, Sr.
Superintendent/President
Antelope Valley College
3041 West Avenue K
Lancaster, CA 93536

Dear President Fisher:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 11-13, 2011, reviewed the institutional Self Study Report and the report of the evaluation team which visited Antelope Valley College Monday, October 18-Thursday, October 21, 2010. The Commission took action to reaffirm accreditation, with a requirement that the College complete a Follow-Up Report.

The Commission requires that the Follow-Up Report be submitted by **October 15, 2012**. The Follow-Up Report should demonstrate the institution's resolution of the recommendations as noted below:

Recommendation # 1

In order to comply with the standards, it is recommended that the college modify its processes in a manner that creates documentation and other forms of evidence that can be used to reveal the college's progress toward implementation of Student Learning Outcomes and assessment of those outcomes. More specifically, the team recommends that to show compliance with the standards that the college:

- a. Develop a method to monitor progress made when implementing activities identified in program reviews to include listing steps in action plans, listing of individual student learning outcomes for each course and assessment activities matched against progress made to achieve assessment activities (I.B.3).
- b. Provide evidence in the form of documents or other deliverables to result from the operation of the integrated planning cycle. (I.B.3).
- c. Provide evidence that outcomes demonstrate the integrated planning cycle, from student learning outcomes to making budget decisions (I.B.5).
- d. Assess Program Learning Outcomes (PLOs) and provide evidence of program, student service and administrative changes and improvements as a result of changes made (II.A.1.a; II.A.1.c).

Dr. Jackie Fisher, Sr.
Antelope Valley College
January 31, 2011
Page Two

Recommendation # 2

To meet the standards and to raise the quality of instructional programs and to instill a culture of evidence across the college the team recommends the following practices be institutionalized:

- a. To meet the standards, it is recommended that the college establish clear connections with and document the involvement of members of professions, associations and professional organizations when curriculum is being modified and at other appropriate points in time to demonstrate input from vocational/occupational advisory boards and experts in the field so that the College can verify the quality of educational programs is based on experts in the profession (II. A.2.b).
- b. To ensure each department is being consistently evaluated under the program review process it is recommended that the college develop a list of minimum areas considered to ensure a rigorous self examination is conducted consistently across the college (II.C.1).
- c. To meet the standards requirement that adequate resources be allocated to support the Library function of the college, it is recommended that the college conduct a comparative analysis against other similarly sized colleges to assess whether the amount of resources to meet the needs of students who rely on the Library to complete their educational goals (I.B.7).
- d. To meet the standards and to enhance the effectiveness of its technology, it is recommended that the college adjust its technology advisory committee structure to ensure that the needs of administrative and instructional computing are equally well addressed, and that this dialogue then results in equitable priorities, implementation and budget allocations for all technology needs (III.C.1, III.C.1.d.).

Recommendation # 3

To enhance the effectiveness of its technology, a variety of different levels of network security should be implemented to permit more flexible responses to instructional computing requests, while maintaining appropriate security for administrative data (III.C.1; III.C.1.d).

Dr. Jackie Fisher, Sr.
Antelope Valley College
January 31, 2011
Page Three

Recommendation # 4

To comply with the standards, it is recommended that the college, when making its short-range financial plan, e.g. the annual budget of the college, consider its long-range financial obligation to pay the cost of the GASB 45 - Other Post- Employment Benefits (OPEB) as the costs are incurred instead of delaying payment to some future date. Specifically, the college is encouraged to prepare a comprehensive plan to prevent disruption of services offered to students by paying the Annual Required Contribution (ARC) determined using generally accepted accounting principles into an irrevocable trust fund at the amount equal to the actuarially determined Annual Required Contribution (III.D.1.c).

Commission Reminder: The Commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, by fall 2012. The Commission reminds Antelope Valley College that it must be prepared to demonstrate that it meets these standards by fall 2012 (Standards I.B.1, II.A.2.e, II.A.2.f, II.B.4, and II.C.2).

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. Antelope Valley College must correct the deficiencies noted by October 15, 2012 or the Commission will be compelled to act.

I have previously sent you a copy of the Evaluation Team Report. Additional copies may now be duplicated. The Commission requires you to give the Evaluation Team Report and this letter appropriate dissemination to your college staff and to those who were signatories of your college Self Study Report. This group should include the campus leadership and the Board of Trustees. The Commission also requires that the Evaluation Team Report and the Self Study Report be made available to students and the public. Placing copies in the college library can accomplish this. Should you want an electronic copy of the report, please contact Commission staff.

The recommendations contained in the Evaluation Team Report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the report, the College is expected to use the Evaluation Team Report to improve educational programs and services and to resolve issues identified by the Commission.

The College conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in that document be taken into account in the continuing improvement of Antelope Valley College.

Dr. Jackie Fisher, Sr.
Antelope Valley College
January 31, 2011
Page Four

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

A handwritten signature in cursive script that reads "Barbara A. Beno".

Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Sharon Lowry, Accreditation Liaison Officer
Board President, Antelope Valley Community College District
Dr. Steven Kineslla, Team Chair

Antelope Valley College Student Learning Outcomes Glossary

Academic Cycle- Academic cycle refers to the assessment cycle documented in WEAVEonline that begins in August of a given year and continues through August of the following year.

Affective Outcomes- Affective outcomes relate to the development of values, attitudes, and behaviors.

Alignment- Alignment is the process of analyzing how explicit criteria line up or build upon one another within a particular learning pathway. When dealing with outcomes and assessment, it is important to determine that the course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision. In student services, alignment of services align with such areas as financial aid deadlines and instructional calendars.

Assessment- Assessment is the evaluation of effectiveness criteria.

Assessment Cycle- Assessment cycle refers to the process called “closing the loop.”

Closing the Loop- Closing the loop refers to the use of assessment results to improve student learning through collegial dialogue informed by the results of student services, instructional learning, or operational outcome assessment. It is part of the continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results.

Cognitive Outcomes- Cognitive outcomes relate to the development of mental processes such as memory, comprehension, evaluation, reasoning, analysis, calculation, and planning.

College Operations- College operations refers to indirect support services to the campus such as maintenance and operations, auxiliary services, budget and accounting, information technology services, research and planning, police and safety, and marketing.

Continuous Improvement- Continuous improvement reflects an on-going, cyclical process to identify evidence and implement incremental changes to improve student learning.

Critical Thinking- "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness."

A statement by Michael Scriven & Richard Paul
{presented at the 8th Annual International Conference on Critical Thinking and
Education Reform, Summer 1987}.

[Click here for a more complete definition of critical thinking.](#)

Culture of Evidence- The phrase "culture of evidence" refers to an institutional culture that supports and integrates research, data analysis, evaluation, and planned change as a result of assessment to inform decision-making (Pacheco, 1999)⁵. A culture of evidence is characterized by the generation, analysis and valuing of quantitative and qualitative data in decision making.

Curriculum Mapping- Curriculum mapping supports unified coordination of ILOs, PLOs, and coursework, provides visual representation of course alignment within a program, and promotes increased understanding of the relationship between programs and the institution's mission.

Effectiveness Criteria- Effectiveness criteria is a standard of judgment that assesses the "added value" based on evidence.

Evidence of Program and Institutional Performance- Program or institutional evidence includes quantitative or qualitative, direct or indirect data that provide information concerning the extent to which an institution meets the goals it has established and publicized to its stakeholders.

General Education (G.E.) Program Learning Outcomes- General Education PLOs are closely related to ILOs and are the skills and abilities a student is expected to be able to use after completing a general education course of study. This knowledge is used when students evaluate themselves and appreciate the physical environment, culture, and society in which they live.

Institutional Learning Outcomes- Institutional Learning Outcomes are observable characteristics that ensure students will succeed through the assessment of the goals as outlined in the college mission.

Operational Outcomes (OOs)- Operational Outcomes are overarching specific observable characteristics developed by staff in the institution's non-instructional

and operations areas that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific program, activity, or support.

Program- An educational or instructional program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

Program Learning Outcomes (PLOs)- Program Learning Outcomes are overarching specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course of study, activity, or service.

Program Review- Program Review ensures that every program and service area will experience a systematic evaluation cycle consisting of a self-evaluation process, which includes employee, student, and community evaluation, and an institutionally based peer-team review. The information gathered during this process will provide a basis for cooperative and informed decision-making regarding the future of the institution.

Psychomotor Outcomes- Psychomotor outcomes relate to the development of specific motor skills and movement functions along with related mental processes.

Student Learning Outcomes (SLOs)- Student Learning Outcomes are overarching specific observable characteristics developed by faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process.

Student Services- Student Services is a comprehensive system of programs and opportunities that enhance student success and facilitate achievement of education, career, and life goals.

WEAVEonline- WEAVEonline is a software application that allows the institution to develop and maintain continuous improvement processes for academic, service, and administrative structures. WEAVE serves as a repository for assessment data and guides the alignment of assessment, planning, budgeting, and institutional priorities.

For additional definitions, please refer to—Academic Senate for California Community Colleges: Glossary of Student Learning Outcomes:

<http://www.avc.edu/administration/organizations/slo/documents/SLO-Glossary-2010.pdf>