



ANTELOPE
VALLEY
COLLEGE

Learning Outcomes Committee Handbook

2021-2022

Table of Contents

2	I. Committee Purpose, Roles, and Responsibilities
2	A. Committee Mission Statement
2	C. Committee Responsibilities
2	D. Committee Functions
3	E. Committee Faculty Co-Chair Duties
3	F. Outcomes Representative Duties
5	II. Learning Outcomes and Assessment Instruments
5	A. What are Learning Outcomes and Assessment Instruments?
5	B. Closing the Loop
6	C. Faculty & Staff Responsibility
7	III. Creating & Revising Learning Outcomes
10	IV. Creating & Revising Learning Outcomes Assessment Instruments
11	V. Reporting Guidelines for Academic Programs

I. Committee Purpose, Roles, and Responsibilities

A. Committee Mission Statement

The Outcomes Committee Mission is to support the AVC Mission and promote student success by ensuring college-wide communication, collaboration, and consistency of processes related to Student Learning Outcomes (SLO), Program Learning Outcomes (PLO), Institutional Learning Outcomes (ILO), Operational Outcomes (OO), and program review. Documentation of student learning is accomplished by embedding into campus culture the following: development of quality outcomes and their implementation, analysis of resulting findings, and creation of action plans.

B. Committee Responsibilities

The Learning Outcomes Committee oversees the creation, revision, assessment, and collection of Learning Outcomes (LOs). Learning Outcomes are defined as the specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred because of a specific course, program, activity, or process. The Antelope Valley College Board of Trustees relies primarily on the Academic Senate for advice on educational program development, standards/policies regarding student preparation and success, degree and certificate requirements, and curriculum including prerequisites; thus the Learning Outcomes Committee is an Academic Senate responsibility. The Outcomes Committee will determine a campus-wide process for the uniform implementation and assessment of Student Learning Outcomes at the course, program, and department level. A faculty co-chair is responsible for chairing the committee and overseeing that the functions of the Outcomes Committee are met.

C. Committee Functions

The Learning Outcomes Committee functions as follows:

1. Provide support and training
2. Recommend and provide samples of effective assessment instruments
3. Provide support in the analysis of data
4. Provide connections to current campus practices
5. Provide support and data in program review
6. Provide support and data to the accreditation reports
7. Ensure that Student Learning Outcomes (SLOs) are connected to Institutional Learning Outcomes (ILOs)
8. Act as a resource group and maintain liaison to AP&P

D. Committee Faculty Co-Chair Duties

According to Academic Senate Bylaw B405.3.2 the Duties of the Faculty Chair of the Outcomes Committee shall include:

- a. Chair bi-monthly (or as needed) meetings with committee.

- b. Continue to monitor and advocate, campus-wide plans for the continued upkeep of SLOs/PLOs, **action plans** and accompanying assessment.
- c. Continue to coordinate all campus SLOs/PLOs, **action plans** and assessment efforts.
- d. Meet with divisions and areas to facilitate the continued assessing of SLOs/PLOs **and action plans for courses and programs.**
- e. Work closely with the institutional researcher in developing and maintaining a record of assessment tools.
- f. Coordinate workshops for campus SLO/PLOs, **action plans** and assessment training.
- g. Propose connections to current campus practices on SLOs/PLOs, **action plans** and assessment.
- h. Maintain an archive record in support of data for accreditation, program review, and curricular issues.
- i. Disseminate information on current trends on SLOs/PLOs from conferences and workshops that are relevant to faculty, student services, and administration.
- j. Oversee developing and updating of an Outcome Committee website.
- k. Keep up-to-date on state and national information on SLOs/PLOs, **action plans** and assessment techniques.
- l. Be a resource person for any questions on SLOs, PLOs, ILOs, **action plans,** and assessment.
- m. Serve as an ex-officio voting member of Program Review.
- n. Serve as a liaison to AP&P.
- o. Continue to monitor and advocate, campus-wide plans for the continued upkeep of SLOs/PLOs, **action plans** and accompanying assessment.
- p. Continue to coordinate all campus SLOs/PLOs, **action plans** and assessment efforts.

F. Outcomes Representative Duties

Outcomes Representatives work within their divisions/areas to provide a more intimate contact person regarding all Learning Outcomes matters. The Outcomes Representative duties include:

1. Act as liaison between Outcomes Committee and Division Department Chairs and Division or Area faculty and staff.
2. Review all agenda items prior to meeting and coming prepared to discuss material.
3. Attend Outcomes Committee meetings, providing input and bringing ideas, concerns and problems from representative faculty and staff.
4. Keep the Division/Area informed of all Outcomes Committee matters, guidelines and timelines.
5. Meet as needed with faculty/staff who are in the process of SLO/PLO development/revision.
6. Review SLO and PLO submissions in currently used program for their Division and determine appropriate action.
7. Represent their Division/Area's SLO/PLO submissions when they are up for review by the committee.
8. Assist the Division/Area faculty/staff in making necessary revision based upon committee's suggestions or directions.

9. Assist the Division/Area with the training, implementation and use of Outcomes related software.

II. Overview: Learning Outcomes & Assessment Instruments

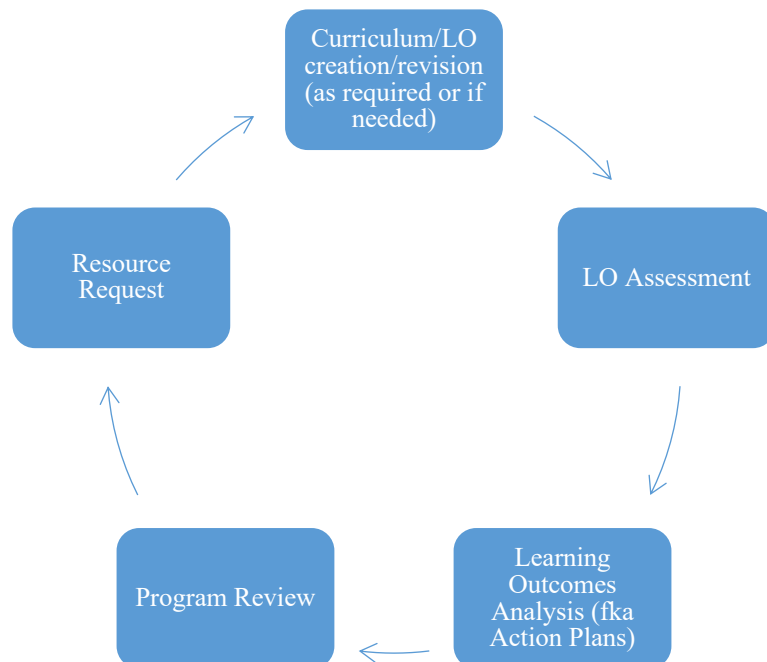
A. What are Learning Outcomes and Assessment Instruments?

Learning Outcomes identify what the learner will know and/or be able to do by the end of the course or program. When achieved, they demonstrate that learning has occurred because of a specific course, program, activity, or process. These Learning Outcomes are measured through an Assessment Instrument. Many Learning Outcomes begin with the phrase “Upon successful completion of this course/program, the student will be able to…” Likewise, Assessment Instruments are typically graded assignments that measure whether the student is able to achieve what is stated.

With Learning Outcomes Committee support, the faculty create what they believe are the best Learning Outcomes and corresponding Assessment Instruments to determine if students in their discipline are learning what they are expected to learn. The Outcomes Committee will determine a campus-wide process for the uniform implementation and assessment of Learning Outcomes at the course and program level.

B. Closing the Loop

Closing the Loop refers to the use of Assessment Instrument findings (data) to improve student learning. Through careful creation, revision, and assessment of Learning Outcomes, faculty can create more effective Learning Outcomes Analysis (formerly known as Action Plans), which feeds into a stronger Program Review, which creates more convincing resource requests, which leads to resource allocation to elevate student learning. Although the findings may fall short from a statistical, quantitative standpoint, they are adequately descriptive to participate in a cycle that perpetuates course, program, and institutional growth.



C. Faculty & Staff Responsibility

Faculty are required to participate in the Learning Outcomes process as required in the Self Evaluation protocol. More importantly, Learning Outcomes are essential for objective analysis of instructional efficacy. Faculty and staff also have a responsibility to report Learning Outcomes in their syllabi (Student Learning Outcomes) and catalog (Program Learning Outcomes). For more information, see the “[How to Create an Effective Syllabus](#)” document on the AP&P Resources website.

III. Creating & Revising Learning Outcomes

1. When building Learning Outcomes for a course, all instructors involved in teaching that course should be involved in the process.
2. Examine the specific Course Objectives listed in the Course Outline of Record (COR), then try to combine two or more Course Objectives into one logical, cohesive Learning Outcome that uses an active verb (see Bloom’s Taxonomy below) and can be measured using an Assessment Instrument.

				*Critical Thinking	
				<u>Evaluation</u>	
				<u>Synthesis</u>	
				<u>Analysis</u>	
		<u>Application</u>			
<u>Comprehension</u>					
<u>Knowledge</u>					
define	translate	demonstrate	distinguish	compose	judge
repeat	restate	dramatize	analyze	plan	appraise
record	discuss	practice	differentiate	propose	evaluate
list	describe	illustrate	appraise	design	rate
recall	recognize	operate	calculate	formulate	compare
name	explain	schedule	experiment	arrange	value
relate	express	shop	test	assemble	revise
underline	identify	sketch	compare	collect	score
	locate		contrast	construct	select
	report		criticize	create	choose
	review		diagram	set up	assess
	tell		inspect	organize	estimate
			debate	prepare	measure
			inventory		
			question		
			relate		
			solve		
			examine		
			categorize		

*To comply with Title 5 regulations for college-level credit courses, most of the measurable objectives must be designed using the highest order of cognitive outcomes: analysis, synthesis, and evaluation. However, the full range of terms from the taxonomy can be used when appropriate to the course and/or discipline, especially for those courses that require skill development, problem solving, and demonstration.

Check out this example, noting the three Course Objectives funneled into one Learning Outcomes, and the active verbs from Bloom’s Taxonomy (shown underlined).

PSY 101		
Course Objectives		Student Learning Outcome
1) Explain the historical context of the field of psychology.		
2) Identify, describe, and compare different research methodologies used in the scientific study of psychology.		
3) Recognize, inspect, question, and evaluate various theories and concepts that presently influence the field of psychology.		
4) Examine and analyze various topics and concepts in psychology.		
5) Assemble and critically analyze recent information on topics in General Psychology through the use of current literature and scientific journals.	→	Students will be able to <u>recognize</u> scientific journals in the field of psychology, critically <u>evaluate</u> their content, and <u>synthesize</u> the information into APA format.
6) Assess the complexity and diversity of behavior including the impact of culture on human behavior.		
7) Inspect and describe the interaction of nature (genes) and nurture (culture) on human behavior.		
8) Recognize and appraise scientific journals in the field of psychology.	↗	
9) Identify and demonstrate APA writing style.	↘	

3. Repeat this process until all objectives are in Learning Outcomes.
4. Once this has been done, make sure each Learning Outcomes exhibits the following qualities:
 - a. Provides evidence of overarching student knowledge, skills, abilities, attitudes, or dispositions rather than discrete objectives.
 - b. Describes student competency rather than content coverage.
 - c. Use of active verbs from Bloom’s Taxonomy that are consistent with COR (Course Outline of Record).
 - d. Aligns with the college mission, values, Program Learning Outcomes (if applicable), and Institutional Learning Outcomes.

Outcomes should be changed whenever the Faculty and Staff believe the change should take place, likely after reflection and analysis of the Assessment Instrument findings. Changes will be reviewed by the Learning Outcomes Faculty Co-Chair, Learning Outcomes Representatives, and AP&P Learning Outcomes Sub-Committee for approval every four years (non-CTE) or two years (CTE) when the Course Outline of Record is being reviewed by the AP&P Committee. New Learning Outcomes will be reviewed by the Learning Outcomes Committee. All Learning Outcomes changes will be made in eLumen.

IV. Creating & Revising Learning Outcomes Assessment Instruments

Faculty are most capable of determining the intended outcomes of a course or program, which is why Learning Outcome Assessment Instruments are created by faculty. Learning Outcomes are intentionally assessed to provide faculty with information that leads to modifications in instructional efficacy. Once the Learning Outcomes are written, Faculty need to develop an Assessment Instrument to determine if students can achieve what the Learning Outcomes state. In the PSY 101 example above, a well-designed rubric-graded research paper would measure the Learning Outcome created. Other requirements:

1. Expected SLO Performance needs to be set for the Assessment Instrument.
2. An Expected SLO Performance refers to the percentage a student needs to score to be considered successful. For example: an Expected SLO Performance of 70% says that a score of 70% or better on the PSY 101 paper means the student was successful.
3. Assessment Methods are clearly identified (activity or assignment students undertake that can be used to determine whether learning has occurred). Although this is not noted in eLumen, it should be widely known amongst instructors of the same course.

Here are some important considerations in Assessment Instrument development:

1. Assessment strategies provide a well-rounded picture of student learning, noting that different courses call for different types of Assessment Instruments.
2. Assessment Instruments can involve measurement not only of knowledge, but also of values, attitudes, habits, and other soft skills identified as important in each discipline.
3. Practice assessment strategies that begin with important questions and issues and then return useful findings.
4. Recognizing that the best assessment tool is cumulative and occurs over time. Using findings accumulated in the same course, using the same tool over the course of several semesters, is more valid and supports continuous improvement.

V. Reporting Guidelines for Academic Programs

All Student Learning Outcome and Program Learning Outcome findings must be entered into eLumen two weeks after the final day of classes of each Spring semester. The data should include required information from every section of every class for the Summer, Fall, and Spring prior to that date (known as an Assessment Cycle).