



**ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
AGENDA
November 12, 2012
3:00 p.m. – 4:30 p.m.
L 201**

To conform to the open meeting act, the public may attend open sessions

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. APPROVAL OF MINUTES**
 - a. October 22, 2012**
- 5. REPORTS**
 - a. Updates from the Department of Institutional Effectiveness, Research, and Planning – TBD/A Zentner**
 - b. SLOs/PLOs: Closing the loop- Thursday, November 1, 2012**
- 6. ACTION ITEMS**
 - a. POLS AA-T degree PLOs**
 - b. Geog 110 SLOs**
 - c. LAC 299 SLOs**
 - d. Sociology AA-T degree PLOs**
 - e. Geography AA-T**
 - f. THA AA-T**
- 7. DISCUSSION ITEMS**
 - a. PLO Revision Form (attachment)**
 - b. PLO Action Plan Form (attachment)**
 - c. General Education Outcomes (attachments)**
 - d. Operational Outcomes**
 - c. SLO/PLO Revision Process (attachment)**
 - d. FPD credit for PLO Assessment (attachment)**
- 8. ADMINISTRATIVE BUSINESS**
 - a. SLO-Related Events**
 - SLOs/PLOs: Lessons Learned- Thursday, November 15, 2012 (6-9 pm, SSV 151)**
- 9. OTHER**
 - a. Revised SLOs: none**
 - b. Revised PLOs: none**
 - c. Future SLO Meeting dates for Fall 2012: Nov. 26**
- 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 MEETING
MINUTES
November 12, 2012
3:00 p.m. – 4:30 p.m.
L 201

To conform to the open meeting act, the public may attend open sessions

1. **CALL TO ORDER AND ROLL CALL 3:09 pm**

The November 12, 2012 Student Learning Opportunities was called to order at 3:09 p.m. by Dr. Fredy Aviles, Chair.

MEMBERS PRESENT

Dr. Fredy Aviles, Chair
Aeron Zentner
Carolyn Burrell
Leslie Baker
Dr. Robert Harris

Dr. Irit Gat
William Vaughn
Yvette Cruzalegui
Willard Howard

MEMBERS ABSENT

Dr. Glenn Haller
Stacey Adams
Dr. Bassam Salameh
Wendy Stout
Kim Covell
Dr. Tom O'Neil

GUESTS

Dr. Nancy Bednar
Dr. Diane Flores-Kagan

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

Dr. Fredy Aviles asked members to limit agenda items to five minutes due to the heavy agenda.

3. **OPEN COMMENTS FROM THE PUBLIC**

None.

4. **APPROVAL OF MINUTES**

a. **October 22, 2012**

*A motion was made and seconded to approve the October 22, 2012 minutes.
Motion carried.*

5. **REPORTS**

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

Mr. Aeron Zentner is compiling three (3) years of ILO data to report at a future meeting. He requested an Action Item: deadline for the Operation Outcomes Assessment for the Fall 2012 term. Mr. Zentner will submit the deadline date at the next meeting.

b. **SLOs/PLOs: Closing the Loop- Thursday, November 1, 2012**

Dr. Aviles stated his Closing the Loop event was poorly attended, but entailed lively discussion.

6. ACTION ITEMS

a. POLS AA-T degree PLOs

A motion was made and seconded to approve the POL AA-T degree PLOs.

Motion carried.

b. Geog 110 SLOs

A motion was made and seconded to approve the Geog 110 SLOs.

Members agreed clarification was needed: What does the project entail? What are they exploring? A rubric is needed for standard assessment.

Dr. Aviles will contact for clarification.

Motion failed.

c. LAC 299 SLOs

A motion was made and seconded to approve the LAC 299 SLOs.

Motion carried.

d. Sociology AA-T Degree PLOs

A motion was made and seconded to approve the Sociology AA-T Degree PLOs.

Motion carried.

e. Geography AA-T

A motion made and seconded to approve the Geography AA-T.

Motion carried.

f. THA AA-T

Item tabled.

7. DISCUSSION ITEMS

a. PLO Revision Form (attachment)

No changes. Make action item for next meeting.

b. PLO Action Plan Form (attachment)

Discussion was made regarding the PLO Action Plan form, including adding it to the website and Welcome Back. Make action item for next meeting.

c. General Education Outcomes (attachments)

Mr. Aeron Zentner will present results of last year's General Education Outcomes at next meeting, and show comparison to ILO assessment.

Dr. Aviles explained that SLOs are to tie into PLOs, which tie into ILOs, and that currently they are assessed separately. He stated that if PLOs are well-written, the same data that informs SLOs can be used for their assessment. Dr. Aviles will speak with Tina McDermott to learn the process of using SLO data to assess PLOs.

d. Operational Outcomes

Discussion was made regarding the need for standard procedures in regard to Operation Outcomes. Mr. Aeron Zentner stated everything except Business Services is already in WEAVE. He explained he can have pull OOs in Weave, put in files – enter info, target, action plans and send forward to each division. Aeron suggested appointments for revisions: start off, sign off, modify. Bring to SLO committee as a draft.

Dr. Aviles suggested bringing OOs forward to committee during revision process and use it as tool to train the SLO committee. Add to next agenda as a discussion item, then action item.

c. SLO/PLO Revision Process (attachment)

Item tabled.

d. FPD credit for PLO Assessment (attachment)

Item tabled.

Dr. Aviles stated it may be necessary for the SLO committee to meet during intercessions regarding transfer degrees.

8. ADMINISTRATIVE BUSINESS

a. SLO-Related Events

- **SLOs/PLOs: Lessons Learned- Thursday, November 15, 2012 (6-9 pm, SSV 151)**

9. OTHER

a. Revised SLOs: none

b. Revised PLOs: none

c. Future SLO Meeting dates for Fall 2012: Nov. 26

10. ADJOURNMENT

The Student Learning Opportunities meeting was adjourned at 4:30 p.m. by Dr. Fredy Aviles, Chair.

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.

Approved: November 26, 2012 Student Learning Outcomes Meeting

General Information:

See examples posted in the PLO Sample File for additional guidance when completing your program information.

Once completed, post the entire file in the WEAVE Document Repository for your program and submit a signed hard copy of the PLO and Assessment page to the SLO Committee mailbox. When the SLO Committee has reviewed the completed file and verified appropriate completion of each page, email acknowledgement will be sent to the area dean. At this point, PLOs and assessments should be entered in WEAVEonline under the appropriate program degree and/or certificate entity.

Please contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu should you need assistance.

Instructions:

PLOs and Assessment:

Use this page to document the PLOs and assessment strategies developed for your program. Once the file is complete, submit a hard copy with the area dean's signature to the SLO Committee mailbox. **See Sample PLO and Assessment page if you need additional guidance.**

Program Assessment Cycle:

Document the expected assessment cycle for your program. **See Assessment Cycle Samples #1 and 2 if you need additional guidance.**

Curriculum Map:

List each course that is part of your program. Indicate which courses are required. Use I, D, and M designations to indicate the level at which each PLO is addressed and assessed in each course. **See Curriculum Map Samples #1 and 2 if you need additional guidance.**

ince.

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Political Science AA-T Degree

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

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

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

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

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
2,3	Students will demonstrate an awareness of the methods of inquiry used by professional political scientists.	Assessment will occur in POLS 101 using a standard multiple choice exam administered to all POLS 101 classes. The achievement target is that 70% of students will receive a score of 70% or higher on the assessment.
2,3,4	Students will be able to critically analyze and synthesize the works of political scientists in the various subfields of the discipline.	Assessment will occur in POLS 103, POLS 200, POLS 201, POLS 202, and POLS 203. The assessment will be through written essay examinations and analytical essays scored with a faculty developed rubric. The achievement target is that 70% of students will receive a score of 70% or higher on the assessment.
2,3,4	Students will develop an understanding of the political science major and the career options in the field.	Assessment will occur in POLS 103, POLS 200, POLS 201, POLS 202 and POLS 203. The assessment will be through written essay examinations and analytical essays scored with a faculty developed rubric. The achievement target is that 70% of students will receive a score of 70% or higher on the assessment.

Faculty/Staff Member (Please Print) Mike Pesses

Date Submitted: 10/09/2012

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: Geography 110

COURSE TITLE: World Regional Geography

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
2,3,4	N/A	Interpret spatial relationships and features on maps.	Multiple choice test questions about the location of political and physical features of the Earth as well as questions about geopolitical relationships. Assessment will be considered positive when 70% of students score at least 70% on the questions.
1,3,4	N/A	Explain the origins, spread, and development of nations and regions.	Multiple choice, short answer, and/or essay test questions on the creation of modern country boundaries, the spread of democracy, and post-WWII development projects headed by the World Bank. Assessment will be considered positive when 70% of students score at least 70% on the questions.
1,3,4	N/A	Compare and contrast major regions of the world with respect to their relative locations, natural environments, peoples, resources, economics, and contemporary problems.	Students will work on a project comparing the United States to a world region of their choosing. The project will be graded based on a faculty developed rubric. Assessment will be considered positive when 70% of students score at least 70% on the projects.
1,3,4	N/A	Discuss the relationships between cultures and the environment in creating landscapes and changing our environment.	A tourism project will have students explore how cultures interact with and utilize their landscapes as a global export. The project will be graded based on a faculty developed rubric. Assessment will be considered positive when 70% of students score at least 70% on the projects.

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

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

General Information:

See examples posted in the PLO Sample File for additional guidance when completing your program information.

Once completed, post the entire file in the WEAVE Document Repository for your program and submit a signed hard copy of the PLO and Assessment page to the SLO Committee mailbox. When the SLO Committee has reviewed the completed file and verified appropriate completion of each page, email acknowledgement will be sent to the area dean. At this point, PLOs and assessments should be entered in WEAVEonline under the appropriate program degree and/or certificate entity.

Use contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu should you need assistance.

Instructions:

PLOs and Assessment:

Use this page to document the PLOs and assessment strategies developed for your program. Once the file is complete, submit a hard copy with the area dean's signature to the SLO Committee mailbox. **See Sample PLO and Assessment page if you need additional guidance.**

Program Assessment Cycle:

Document the expected assessment cycle for your program. **See Assessment Cycle Samples #1 and 2 if you need additional guidance.**

Curriculum Map:

List each course that is part of your program. Indicate which courses are required. Use I, D, and M designations to indicate the level at which each PLO is addressed and assessed in each course. **See Curriculum Map Samples #1 and 2 if you need additional guidance.**

ince.

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program: Sociology AA-T Degree

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

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

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

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

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
3	Define sociology, social structure, social stratification, race, ethnicity, gender, globalization, socialization, ethnocentrism, relativism, racism, sexism, and ageism.	Standardized questions embedded into the final exams of SOC 101, 105, 110, 111, 112, 115, and 120. A grade of 70% of higher will be considered as meeting the PLO. The achievement target is that 70% of all students assessed will have met the PLO.
1	Discuss and identify the social maintenance functions and dysfunctions of social inequality, global stratification, boundary maintenance systems, and the social construction of indentity and group solidarity.	Standardized questions embedded into the final exams of SOC 101, 105, 110, 111, 112, 115, and 120. A grade of 70% of higher will be considered as meeting the PLO. The achievement target is that 70% of all students assessed will have met the PLO.
5, 6	Compare and contrast the major theoretical perspectives of sociology, and identify the unique features of sociological analysis.	Standardized questions embedded into the final exams of SOC 101, 105, 110, 111, 112, 115, and 120. A grade of 70% of higher will be considered as meeting the PLO. The achievement target is that 70% of all students assessed will have met the PLO.
2, 4	Interpret sociological research of both qualitative and quantitative empirical studies and demonstrate familiarity with the variety of sociological research methods and designs.	Standardized questions embedded into the final exams of SOC 101 and SOC 200. A grade of 70% of higher will be considered as meeting the PLO. The achievement target is that 70% of all students assessed will have met the PLO.

General Information:

See examples posted in the PLO Sample File for additional guidance when completing your program information.

Once completed, post the entire file in the WEAVE Document Repository for your program and submit a signed hard copy of the PLO and Assessment page to the SLO Committee mailbox. When the SLO Committee has reviewed the completed file and verified appropriate completion of each page, email acknowledgement will be sent to the area dean. At this point, PLOs and assessments should be entered in WEAVEonline under the appropriate program degree and/or certificate entity.

Use contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu should you need assistance.

Instructions:

PLOs and Assessment:

Use this page to document the PLOs and assessment strategies developed for your program. Once the file is complete, submit a hard copy with the area dean's signature to the SLO Committee mailbox. **See Sample PLO and Assessment page if you need additional guidance.**

Program Assessment Cycle:

Document the expected assessment cycle for your program. **See Assessment Cycle Samples #1 and 2 if you need additional guidance.**

Curriculum Map:

List each course that is part of your program. Indicate which courses are required. Use I, D, and M designations to indicate the level at which each PLO is addressed and assessed in each course. **See Curriculum Map Samples #1 and 2 if you need additional guidance.**

ince.

PROGRAM LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

Program:

AA-T Geography

Institutional Learning Outcomes

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

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

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

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

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, 3	PLO #1. Students will understand the unifying themes of physical geography and have a working knowledge of the discipline's diverse conceptual and methodological approaches	Students will be assessed through standardized multiple choice or short answer test questions in Geography 101. The PLO will be met if 70% of students score 70% or higher on the questions.
1, 3	PLO #2. Students will understand the unifying themes of cultural geography and have a working knowledge of the discipline's diverse conceptual and methodological approaches	Students will be assessed through standardized multiple choice or short answer test questions in Geography 105. The PLO will be met if 70% of students score 70% or higher on the questions.
1, 3, 4	PLO #3. Display competency in the graphic expression of geographic/spatial data (maps, photographs, graphs, databases)	Students will be assessed through mapping projects in Geography 105. The PLO will be met if 70% of students score 70% or higher on the maps.

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

Faculty/Staff Member (Please Print) Diane Flores-Kagan & Magdalena Caproiu

Date Submitted: 11/02/2012

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: LAC 299

COURSE TITLE: Master Tutor

- 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
2, 4		Students will demonstrate the ability to mentor and train new tutors.	Instructor observation of training sessions using rubric scoring. The achievement target is that 70% of students will achieve 75% or higher score.
1, 5		Students will perform supervisory tasks that approximate those found in the workplace, involving the organization of tutorial activities and the creation of learning plans.	Instructor observation of role plays using checklist for assessment. The achievement target is that 70% of students will achieve 75% or higher score.

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

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

Faculty/Staff Member (Please Print) _____

Date Submitted: _____

PROGRAM LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

Program: _____

Indicate, by number, the Institutional Learning Outcome(s) each Program Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and specify the achievement target that will determine successful completion of the outcome. *Submit a signed copy of this form to the SLO Committee mailbox. If this is an instructional program, a curriculum map must be attached. All programs must attach a proposed cycle of assessment.*

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.

ILO	PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE

SLO Committee Acknowledgement: _____

Date: _____

PLO Action Plan Documentation - Date of Discussion: _____

Program being studied: _____

Div/Dept: _____ / _____

PLO(s) being discussed: _____

Semester(s) assessment data was collected: _____

Instructors involved in discussion and analysis:

What is discussion and analysis of this data telling you? Provide a summary of the conversation leading to the action plan.

Data Analysis:

PLO Action Plan Documentation - Date of Discussion: _____

This page mirrors the information required by WEAVEonline.

1. Write a brief description of the action plan.

2-Indicate the plan's implementation status:

Planned: _____ In-Progress: _____ Finished: _____ On Hold: _____ Terminated: _____

3- Choose a projected completion date for the action plan: _____

4- Write an implementation description. (How will the action plan be set in motion? What is required to complete the action plan?):

5-Set a priority level for the plan: High: _____ Medium: _____ Low: _____

6- Indicate the person or group who will implement the action plan: _____

7-Indicate any physical or financial resources needed: _____

8-Indicate a requested budget amount, if any: _____

9- Should the plan be kept active within current cycle of WEAVEonline? Yes: _____ No: _____

When completed, please post this form in WEAVEonline's Document Repository for the course(s) analyzed during this discussion.



DRAFT

Antelope Valley College

DRAFT

General Education Program Learning Outcomes

1. Students demonstrate critical thinking skills and the competencies to function effectively within society (*Associated ILO's: #1, #2, #3, #4*)

College Areas Involved: Language Arts, Social & Behavioral Sciences, Math, Science & Engineering, Counseling & Matriculation

Assessments:

A. My ability to analyze and solve problems using information from a variety of sources has:

Improved significantly Improved moderately Improved slightly Not improved Undecided

B. My ability to use knowledge obtained from a range of school and everyday situations has:

Improved significantly Improved moderately Improved slightly Not improved Undecided

C. My ability to write and speak clearly in expressing my thoughts has:

Improved significantly Improved moderately Improved slightly Not improved Undecided

2. Students develop an appreciation of the physical environment and culture in which we live (*Associated ILO's: #1, #3, #5, #6*)

College Areas Involved: Math, Science & Engineering, Social & Behavioral Sciences, Visual & Performing Arts, Language Arts, Business, Computer Studies & Economic Development

Assessments:

A. My understanding of the humanities, social sciences, and the physical sciences has:

Improved significantly Improved moderately Improved slightly Not improved Undecided

B. My appreciation of the arts has:

Improved significantly Improved moderately Improved slightly Not improved Undecided

C. My ability to listen carefully and respectfully to the opinions that are different from my own has:

Improved significantly Improved moderately Improved slightly Not improved Undecided

3. Students gain a self-awareness and self-understanding relative to our diverse and global community (Associated ILO's: #1, #2, #3, #5, #6)

College Areas Involved: Health Sciences, Physical Education & Athletics, Social & Behavioral Sciences, Language Arts, Visual & Performing Arts, Business, Computer Studies & Economic Development, Counseling & Matriculation

Assessments:

A. My awareness of diverse points of view has:

Improved significantly Improved moderately Improved slightly Not improved Undecided

B. My ability to transfer academic and technical skills to the workplace has:

Improved significantly Improved moderately Improved slightly Not improved Undecided

C. My ability to use new knowledge has:

Improved significantly Improved moderately Improved slightly Not improved Undecided