



ANTELOPE VALLEY COLLEGE
STUDENT LEARNING OUTCOMES MEETING
November 14, 2011
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. October 10, 2011 (attachment)
5. **REPORTS**
 - a. Updates from the Office of Institutional Research and Planning – T. Younglove/A. Voelcker
6. **ACTION ITEMS**
 - a. SLOs:
 - HD 102 (Attachment – revised from last meeting)
 - LAC 020 (Attachment)
 - READ 097X - 097A, 097B, 097C, 097D (Attachments)
 - READ 099X – 099A, 099B, 099C, 099D (Attachments)
7. **DISCUSSION ITEMS**
 - a. PLO Progress Report - M Parker
 - b. Input Needed:PE PLOs - M Parker
 - c. FPD Credit Matrix - A Voelcker
 - d. Committee Membership Changes - M Parker (Attachment-revised from last meeting)
 - e. SLO Facilitation Changes- M Parker (Attachment-revised from last meeting)
8. **ADMINISTRATIVE BUSINESS**
 - a. SLO Related FPD Events for fall 2011 – Your participation is Welcome!!
 - “SLOs: From Data to Action Plans - November 15, 2011
 - “WEAVE: Basic Training” – November 30, 2011
 - “WEAVE: Refresher Training – November 30, 2011
 - b. Fall 2011 Assessment Week – November 14th – 18th, 2011
 - c. Fall 2011 WEAVE Week – November 28th – December 2, 2011
 - d. Fall 2011 WEAVE Data Days – December 13 – 14, 2011
 - e. HD 101 and 198c Revisions Received and Recorded
9. **OTHER**
 - a. Future SLO Meeting dates for Fall 2011: One meeting left! November 28, 2011
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
November 14, 2011

1. CALL TO ORDER AND ROLL CALL

Ms. Melanie Parker, Student Learning Outcomes (SLO) Faculty Co-Chair, called the November 14, 2011 SLO Committee meeting to order at 3:06 p.m.

2. OPEN COMMENTS FROM THE CHAIR

Ms Parker reminded the committee there was only one more meeting remaining for the semester and stated that due to a reception being held in Mr. Earl Wilson's honor, some committee members would either be late or unable to attend the meeting.

3. OPEN COMMENTS FROM THE PUBLIC

None.

4. APPROVAL OF MINUTES

a. October 24, 2011 (attachment)

A motion was made and seconded to approve the October 24, 2011 SLO Committee minutes. Motion carried with one abstention.

5. REPORTS

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

- Mr. Ted Younglove reported that his office will be distributing the ILO and PLO Assessment surveys by the end of the week. The surveys will be emailed during this initial round of acquiring data. Both surveys will be distributed to approximately one thousand students. The first round of Assessment Week events will take place at 4:30 p.m. He stated he is hoping that both faculty and staff will participate in the coordinated events to gain a better understanding of the SLO and assessment process.

6. ACTION ITEMS

a. Approval of SLOs

- **HD 102 (attachment)**

A motion was made and seconded to approve the HD 102 SLO. Dr. Robert Harris provided a brief overview on why the course has been initiated. A recent study suggests Veteran enrollment at colleges will increase 30% annually due to the draw down of military overseas. The course will allow Veterans, and the family and friends of Veterans an opportunity to understand the adjustments required for Vets to civilian life. Committee members reviewed the proposed SLO information. Dr. Harris indicated the assessment will be performed at the end of the course with an essay. Motion carried with one abstention.

- **LAC 020 (attachment)**

A motion was made and seconded to approve the LAC 020 SLO. Committee members reviewed the submitted SLO and expressed some concerns regarding the SLO language (verb usage), and assessment language. Committee members were in agreement the assessment language should be revised to allow more flexibility. Ms. Parker stated she would contact the discipline faculty to detail the revision recommendations. Motion failed.

- **READ 097X – 097A, 097B, 097C, 097D (attachment)**

A motion was made and seconded to approve the READ 097X – 097A, 097B, 097C, and 097D SLO. Committee members reviewed the submitted SLOs and expressed some concerns regarding SLO language and the assessment tool not indicating how many students should achieve the target

percentage. Some of the SLOs included an outline type format in the assessment section but was not always needed. Ms. Parker stated she would contact the discipline faculty to detail the revision recommendations. Motion failed.

- **READ 099X – 099A, 099B, 099C, 099D (attachment)**

A motion was made and seconded to approve the READ 099X – 099A, 099B, 099C, and 099D SLO. Committee members reviewed the submitted SLOs and expressed some concerns regarding SLO language and the assessment tool not indicating how many students should achieve the target percentage. Some of the SLOs included an outline type format in the assessment section but was not always needed. Ms. Parker stated she would contact the discipline faculty to detail the revision recommendations. Motion failed.

7. DISCUSSION ITEMS

a. PLO Progress Report – M. Parker

Ms. Parker provided a brief overview of PLO progress. At this point it looks like the District will not have 100% of PLOs developed by the November 30th deadline date but there are only a few areas with work outstanding. She is hoping we can complete the remaining work early in Spring 2012 and will be able to state we have 100% Of our PLOs written and that assessment in all areas has begun. Committee members were requested to offer their gratitude to Dean Newton Chelette his support and encouragement in the development of Kinesiology, Athletics and Dance PLOs.

b. Input Needed: PE PLOs – M. Parker

Ms. Parker stated she needs input from the committee on how to address Physical Education PLOs. In working with division faculty it became clear that the current program is very broad and affords students a variety of means to complete degree requirements which makes the program difficult to assess. The core courses in the degree are sciences and then students select six units from a long list of physical education activity courses. The ability for students to pick from a list of various physical education activity courses makes it difficult to try to capture a true assessment. Currently, approximately 50% of the students in the program are student athletes and are required to participate in an exit interview. Ms. Parker inquired if committee members had any suggestions on how to address this issue. Committee members were in agreement that this is a difficult issue and maybe the discipline faculty should look into going through the AP&P process to change the degree title to Kinesiology which then the program can be designed to be more specific, therefore making the assessment process easier. Ms. Parker indicated this is the preference of the division faculty. Dr. Fredy Aviles recommended the division faculty incorporate a survey with various questions. If the students answer yes, they move onto the next question or skip to question “x.” Incorporating a survey would allow the assessment of skills in some courses. Ms. Parker indicated she will convey to the division the suggestions of the committee but in the meantime they will have to incorporate an assessment that will best meet the program until a decision is made on possibly changing the degree title.

c. FPD Credit Matrix – A. Voelcker

Mr. Voelcker stated as requested by the committee he consolidated the current FPD Credit matrix to simplify the credit table. Committee members reviewed the proposed matrix and expressed some concerns regarding the inequity of credit awarded. Ms. Parker reminded committee members they requested the matrix be consolidated and must come to an agreement of how to award FPD credit for WEAVE Facilitators. The original matrix included 100 options for FPD credit which committee members requested to be consolidated to a smaller and more simplified matrix. Dr. Fredy Aviles suggested simplifying the process by using a simple formula (i.e. 1 course x 1 section = .5 hrs) with a maximum of 10 hours credit awarded per semester. Ms. Márquez stated she believes a formula would be easier for faculty to calculate and in line with how the FPD Program awards credit for presenter hours. Committee members were in agreement that incorporating a formula to calculate FPD credit for WEAVE facilitator work would simplify the process. Ms. Stacey Adams expressed her concern about the proposed formula and stated the 1 course x 1 section = .5 hrs oversimplifies the work required of WEAVE Facilitators. There is a significant amount of work required and if the faculty are going to be designated the faculty resource for constituent faculty then it seems like the amount of credit would not be reflected accurately. Ms. Parker requested committee members to keep the formula in mind but

to go back to their divisions and determine the total amount of hours required to complete the WEAVE Facilitator work (i.e. working with faculty, acquiring data, compiling data, and entering data into WEAVE). The FPD credit matrix will be placed on the next agenda for further discussion to see if the formula method closely reflects the WEAVE Facilitator work required. In addition, Ms. Parker announced the WEAVE Facilitator title will change to Assessment Facilitators beginning next academic year.

d. Committee Membership Changes – M. Parker (attachment – revised from last meeting)

Committee members were requested to review the revised membership composition and determine if any further revisions are needed prior to forwarding to the Academic Senate as a recommended action item. The Administrative members “Deans” should not be reflected as Standing members because the appointment of either an Academic or Student Services Dean should rotate based on the either a three or two year term. Dr. Robert Harris requested the “SS Dean” be changed to Student Services Dean. Ms. Márquez stated a Counseling and Matriculation Faculty Representative be added to the list of division/area faculty. Committee members were in consensus to add an adjunct faculty representative and an Associated Student Representative as an Ad Hoc non-voting member. Committee members were in consensus the revisions made to the proposed SLO Committee Composition would be reflective of a committee work and should be forwarded to the Academic Senate for approval.

e. SLO Facilitation Changes – M. Parker (attachment – revised from last meeting)

Committee members were requested to review the revised SLO Committee Member Responsibilities draft and determine if any further revisions are needed. The membership list will be updated accordingly based on the revisions made to the committee composition. Ms. Márquez suggested using the AP&P Handbook as a model and include all pertinent SLO/PLO information for designated committee members. Ms. Parker indicated she would work on creating a handbook during the spring semester to have completed by the end of the semester. Under the Responsibilities section of the document (bullet #5), committee members were in agreement the specific number of training sessions should be identified rather than stating “as needed.” In addition, the bulleted item was recommended to be made as a note instead of a responsibility. Ms. Parker indicated she would make the recommended revisions and begin the process of creating a handbook for committee members.

8. ADMINISTRATIVE BUSINESS

a. SLO Related FPD Events for fall 2011 – Your participation is Welcome!!

- “SLOs: From Data to Action Plans” – November 15, 2011
- “WEAVE: Basic Training” – October 26, 2011 and November 30, 2011
- “WEAVE: Refresher Training” – October 12, 2011 and November 30, 2011

b. Fall 2011 Assessment Week – November 14 – 18, 2011

c. Fall 2011 WEAVE Week – November 28 – December 2, 2011

d. Fall 2011 WEAVE Data Days – December 13, 2011 – 14, 2011

8. OTHER

a. Future SLO Meeting dates for fall 2011: One meetings left! November 28, 2011

9. ADJOURNMENT

A motion was made and seconded to adjourn the November 14, 2011 Student Learning Outcomes Committee meeting at 4:25 p.m. Motion carried.

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

Patricia Márquez



Stacey Adams

Will Howard

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: HD 102

COURSE TITLE: Readjustment Strategies for Veterans, Their Families and Friends

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	1	Discuss methods for managing various physical, psychological and emotional reactions to wartime military service.	70 percent or better success on short essay quiz for all the students who complete the course.
2,4	1	Identify community resources that may enable readjustment to civilian life.	70 percent success on a checklist of available services for all students who complete the course.
2,4	1	Discuss effective interpersonal communication strategies.	70 percent or better success on a short essay quiz for all students who complete the course.

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

STUDENT LEARNING OUTCOMES



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: LAC 020

COURSE TITLE: Managing Writing Anxiety

- 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.

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ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS
2		The student's level of writing anxiety will improve.	Self-post assessment of his/her level of writing anxiety (8 out of 10 questions correct/indicating improvement, 75% or higher of students reporting improvement)
2		The student will demonstrate the ability to use pro-active strategies to reduce writing frustrations.	Instructor observation, written test, self-post assessment (75% or higher of students demonstrating or reporting two or more strategies)
4		The student will understand the composition process and elements of essays.	Essay and objective tests (75% or higher score, 80% of students will score 75% or higher)
1, 2		The student will identify learning style preferences and instructional resources that aid his/her ability to control writing anxiety.	Skills demonstrations, objective test, self-post assessment (8 out of 10 questions correct, 80% of students successful)

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

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: READ 099X: READ 097A
COURSE TITLE: Directed Individualized Self-Study

- 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. Identifv career opportunities that contribute to the economic well beina of the communitv.

Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
2,4		1. Comprehension Literal: The student will be able to identify the steps of SQ3R and identify general and specific ideas in a short paragraph or passage.	1. Successful students will achieve at least 70% on a multiple-choice test.	
2.4		2. Vocabulary and Word Study: The student will be able to demonstrate dictionary skills and increase their functional vocabulary through systematic instruction, accurately using and defining words at the appropriate level. +	2. a. Successful students will be able to select or provide the correct definition for 70% of the 80-100 words and word parts given at the appropriate level on a multiple-choice test. b. Successful students will be able to accurately use at least 70% of a representative sample of the given 80-100 words.	

SLO Committee Acknowledgement _____ Date: _____

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: READ 099X: READ 097B

COURSE TITLE: Directed Individualized Self-Study

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. Identifv career ooportunities that contribute to the economic well beind of the community.

Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
2,4		1. Comprehension Literal: The student will be able to state the topic, main idea, major supporting details, and minor supporting details of a paragraph or passage written at the appropriate level.	1. a. Successful students will achieve at least 70% on a multiple-choice test.	
2.4		2. Vocabulary and Word Study: The student will be able to demonstrate dictionary skills and increase their functional vocabulary through systematic instruction, accurately using and defining words at the appropriate level.	2. a. Successful students will be able to select or provide the correct definition for 70% of the 80-100 words and word parts given at the appropriate level. b. Successful students will be able to accurately use at <input type="checkbox"/>	

SLO Committee Acknowledgement _____ Date: _____

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: READ 099 X: READ 097C
COURSE TITLE: Basic Reading Comprehension for College Success

- 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. Identifv career opportunities that contribute to the economic well beina of the communitv.

Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
2.4		1. Comprehension Critical Thinking: The student will be able use inferences to determine the main idea; identify the pattern or patterns of organization, the author's tone and the purpose of a given paragraph or passage. +	1. a. Successful students will achieve at least 70% on a standardized test.	
2.4		2. Vocabulary and Word Study: The student will be able to demonstrate dictionary skills and increase their functional vocabulary through systematic instruction, accurately using and defining words at the appropriate level.	2. Successful students will be able to select or provide the correct definition for 70% of a representative sample of 100 words on a multiple-choice test. +	

SLO Committee Acknowledgement _____ Date: _____

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: READ 099 X: READ 097D
COURSE TITLE: Basic Reading Comprehension for College Success

- 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 revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
2,4		1. Comprehension Critical Thinking: The student will be able use inferences to determine the main idea; identify the pattern or patterns of organization, the author's tone and the purpose of a given paragraph or passage. +	1. a. Successful students will achieve at least 70% on a standardized test.	
2.4		2. Vocabulary and Word Study: The student will be able to demonstrate dictionary skills and increase their functional vocabulary through systematic instruction, accurately using and defining words at the appropriate level.	2. Successful students will be able to select or provide the correct definition for 70% of a representative sample of 100 words on a comprehensive, multiple-choice test. +	

SLO Committee Acknowledgement _____ Date: _____

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: READ 099X: READ 099A

COURSE TITLE: Directed Individualized Self-Study

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 revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
2.4		1. Comprehension Literal: The student will be able to identify the steps of SQ3R and identify the main idea and/or central controlling idea of a given paragraph or passage at the appropriate level.	1. Successful students will achieve at least 70% on a multiple-choice test.	
2.4		2. Vocabulary and Word Study: The student will be able to demonstrate dictionary skills and increase their functional vocabulary through systematic instruction, accurately using and defining words at the appropriate level.	2. a. Successful students will be able to select or provide the correct definition for 70% of the 100-150 words and word parts given at the appropriate level on a multiple-choice test. b. Successful students will be able to accurately use at least 70% of a representative sample of the given 100-150 words.	

SLO Committee Acknowledgement _____ Date: _____

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: READ 099X: READ 099B

COURSE TITLE: Directed Individualized Self-Study

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 revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
2.4		1. Comprehension Literal: The student will be able to identify the main idea, major supporting details, minor supporting details, pattern or patterns of organization, and identify a correct paraphrase or summary of a paragraph or passage written at the appropriate level. +	1. a. Successful students will achieve at least 70% on a multiple-choice test.	
2.4		2. Vocabulary and Word Study: The student will be able to demonstrate dictionary skills and increase their functional vocabulary through systematic instruction, accurately using and defining words at the appropriate level.	2. a. Successful students will be able to select or provide the correct definition for 70% of the 100-150 words and word parts given at the appropriate level. b. Successful students will be able to accurately use at +	

SLO Committee Acknowledgement _____ Date: _____

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: READ 099X: READ 099C

COURSE TITLE: Directed Individualized Self-Study

- 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.
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ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
2,4		1. Comprehension Critical Thinking: The student will be able use inferences to identify the main idea; determine a conclusion; identify author's bias; determine fact and opinion, and identify the author's tone and the purpose of a given passage. +	1. a. Successful students will achieve at least 70% on a multiple-choice test.	
2.4		2. Vocabulary and Word Study: The student will be able to demonstrate dictionary skills and increase their functional vocabulary through systematic instruction, accurately using and defining words at the appropriate level.	2. a. Successful students will be able to select or provide the correct definition for 70% of the 100-150 words and word parts given at the appropriate level on a multiple-choice test. + b. Successful students will be able to accurately use at least 70% of a representative sample of the given 100-150 words.	

SLO Committee Acknowledgement _____ Date: _____

STUDENT LEARNING OUTCOMES REVISION



ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: READ 099X: READ 099D

COURSE TITLE: Directed Individualized Self-Study

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 revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
2,4		1. Comprehension Critical Thinking: The student will be able to make logical inferences, analyze arguments, and determine fallacies in written persuasive material.	1. Successful students will achieve at least 70% on a multiple-choice test.	
2.4		2. Vocabulary and Word Study: The student will be able to demonstrate dictionary skills and increase their functional vocabulary through systematic instruction, accurately using and defining words at the appropriate level.	2. a. Successful students will be able to select or provide the correct definition for 70% of the 100-150 words and word parts given at the appropriate level on a multiple-choice test. b. Successful students will be able to accurately use at least 70% of a representative sample of the given 100-150 words.	

SLO Committee Acknowledgement _____ Date: _____



ANTELOPE VALLEY COLLEGE

Academic Senate

PROPOSED Student Learning Outcome Committee 2012 – 2013

Committee Name

	Appointed By	Individual	Term	Expiration Date
Co-Chair	Academic Senate – Faculty	Fredy Aviles	3	
Co-Chair	Dean of Institutional Effectiveness, Research, and Planning –by position		Standing Member	Standing Member
Admin. Member	Academic Dean		Standing Member	Standing Member
Admin Member	SS Dean		Standing Member	Standing Member
Research Analyst	Research Analyst-by position		Standing Member	Standing Member
Divisional Faculty Rep	Business, Computer Studies, and Economic Development		2	
Divisional Faculty Rep	Health Sciences		1	
Divisional Faculty Rep	Instructional Resources/Extended Services		2	
Divisional Faculty Rep	Language Arts		1	
Divisional Faculty Rep	Math, Science, and Engineering		2	
Divisional Faculty Rep	Kinesiology, Dance, and PE		1	
Divisional Faculty Rep	Social and Behavioral Sciences		2	
Divisional Faculty Rep	Technical Education		1	
Divisional Faculty Rep	Visual and Performing Arts		2	
Academic Affairs	Academic Senate		2	
Student Services	Academic Senate		2	
Confidential Management Rep	Confidential Management (OO's)		2	
Classified Employee Rep	Classified Employees		2	

A couple of you have suggested that since it does take a while to get trained and up to speed, maybe we go back to three year terms. Think about what makes the most sense.

Type of Committee/Authority: Academic Senate Standing Committee.

Please read and review for substance and content only. Patricia suggested we look at the AP&P Handbook and follow their model for our format, which I think is a great idea. We will develop a handbook for this committee, to be approved come spring. It will include revised committee purpose, procedures, requirements; committee definition/mission; membership; and duties and responsibilities of the reps and the co-chair. We will use the AP&P Handbook as a model. We also will be developing outcomes for the committee, so that we can do ongoing assessment and improve our practices.

Proposed Changes to SLO Committee Membership and Responsibilities of Division Representatives

Membership changes (attached):

- One committee member per division plus reps from academic affairs, student services, operational, and classified areas, two deans, and research analyst.
- Committee co-chairs: SLO Faculty Co-chair and Dean of Institutional Effectiveness, Research, and Planning.

Responsibility changes:

- Support the work of the Assessment Facilitators (formerly called WEAVE Facilitators), including one on one training as needed, reminders of deadlines and due dates related to SLO and PLO data entry, revision, assessment, and discussion.
- Report back to divisions with SLO-related issues and report any division-specific questions/issues back to SLO Committee.
- Under the guidance of the Research Analyst, run reports as needed for the division and facilitate dissemination of SLO-related data for program review, accreditation reports, etc. related to the division.
- Facilitate SLO-related events at Welcome Back Day, both Fall and Spring.
- Facilitate at least two other SLO-related training events during the academic year.
- Attend SLO Committee meetings and participate in review of SLOs/PLOs/OOs and assessment-related processes and practices.

Proposed FPD Credit: Due to increased responsibilities to oversee and facilitate assessment processes within each division, we propose that representatives receive FPD credit commensurate to what AP&P representatives currently receive; 20 hours FPD credit for serving on this committee alone.

Rationale: The SLO Committee recognizes campus SLO processes evolve through developmental stages. Now that SLOs, OOs, and most PLOs are written and assessment cycles are underway, the focus of the committee must shift in order to support the institution's next developmental stages.

AVC's next developmental stages must fully reflect regular cycles of assessment, documentation of assessment data, related discussion and decision-making, and integration of assessment data into budget and planning processes. The proposed changes will facilitate campus-wide communication and support sustainable continuous quality improvement.

Responsibilities of Assessment Facilitators (formerly WEAVE Facilitators):

- Collect SLO/PLO data from course instructors.
- Aggregate and enter collected data.
- Support the divisional representative as lead facilitator of discussions related to data analysis and actions plans within the program area(s) they facilitate.
- Enter action plans and supporting documents as evidence of discussion and decision-making.
- Attend refresher training as needed to stay current on changes in data management systems.
- FPD hours to be awarded based upon the matrix approved by the SLO Committee. (New matrix is under development.)
- Enter expected hours of FPD credit for facilitation on annual FPD plan proposal and provide documentation of through a brief narrative of actual work completed at end of each academic year.