



## LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

## LPC Planning Priorities

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

## SLO Committee:

### **Members Present (voting):**

**Chair:** Ann Hight

### **Administrators:**

Diane Brady- Absent  
Don Miller- Absent  
William Garcia  
Amir Law

### **Faculty:**

Mark Tarte (Faculty Assoc)-Absent  
Marty Nash  
Angelo Bummer  
Akihiko Hirose  
Robin Rehagen  
Jennie Graham

### **Student Services:**

Rafael Valle

### **Classified:**

Scott Vigallon

### **Members Present (non-voting):**

### **Director of Research and Planning:**

Rajinder Samra-Absent

### **Academic Senate President (non-voting):**

Melissa Korber- Absent

**Guests:** Don Carlson

## Approved Minutes

### **1. Call to Order**

Meeting called to order at 2:33 pm

### **2. Review and Approval of Agenda (September 11th, 2017)**

MOTION to APPROVE draft Agenda  
MSC: Valle / Rehagen /APPROVED

### **3. Review and Approval of Minutes (August 28th, 2017)**

MOTION to APPROVE draft minutes from August 28th, 2017  
MSC: Vigallon / Bummer /APPROVED- 1 Abstentions

### **4. Flex Day Workshops**

Ann Hight stated that when the Flex Day Workshops were initially discussed their purpose was to focus on the next step of training SLO Coordinators. A draft of the SLO/SAO Coordinator Checklist was discussed. The first item on the checklist includes ensuring coordinators check their departments SLOs for quality and mapping. The timeline of deactivating SLOs was debated, to avoid a loss of assessment data. It was decided that, as SLOs are approved semester to semester and the SLO report is run several weeks ahead of a semester for the division administrators to check syllabi, the best time to recommend to SLO Coordinators to deactivate SLOs would be by when grades are due. The SLOs being deactivated would need to be assessed before grades are due.

Ann Hight explained that many SLOs, SAOs, and PSLOs were previously approved without mapping and most existing SLOs are not mapped. The committee decided that currently they will not approve SLOs unless they are mapped to PSLOs (as needed), but will approved SLOs if not mapped to ISLOs. One of the SLO Coordinators duties will be to check mapping for new and existing CSLOs and PSLOs.

The second part of the SLO/SAO Coordinator duties is planning, assessing and analyzing. It was discussed that most departments are not yet in a place where they can create a 3 year plan, a one year plan may be reasonable. We should encourage SLO Coordinators to utilize automated emails in eLumen to remind faculty to assess and to provide them pre-created, common assessments. The SLO Committee recommendation is that every course is being assessed every semester with data always being put into eLumen. There should be meaningful discussion every three years of that data. There was concern from the committee that some departments have interpreted that scores only need to be entered into eLumen every three years. There was also concern over creating a standard for assessment, in terms of the number of students that should be assessed, because there are substantial differences between large and small departments. The committee would like to recommend to the campus that every SLO and PSLO must be analyzed within three years, with sufficient data. In your plan consider an adequate number of students and frequency of the course to examine long term trends.

It was discussed how SLO Coordinators can utilize reports to analyze assessment data, as well as read their department reflections. The best way to store analysis for accreditation as also a topic of conversation (ex. Canvas, Blackboard). Scott Vigallon explained that the course management system could be a place to store this information, but this is still an item for future discussion, as the CMS system is still in transition. For the Flex Day Workshops there will be one general workshop for eLumen basics and SLO/SAO Overview, as well as one-on-one assistance. The second will be an SLO/SAO Coordinator Workshop.

## 5. CLSO Review:

### a. New Business:

- i. ASTR 10: The Solar System
  - **CSLOs-** 1.) Upon completion of ASTR 10, students should be able to describe the ways in which scientific principles have shaped the modern world and relate to daily life. 2.) Upon completion of ASTR 10, students should be able to use quantitative reasoning to determine relationships between physical quantities in astronomy.
    - **CSLOs Approved-** It was clarified that the 3<sup>rd</sup> SLOs for ASTR and PHYS courses, which have already been approved, are content based.
- ii. ASTR 20: Stars and the Universe
  - **CSLOs-** 1.) Upon completion of ASTR 20, students should be able to use quantitative reasoning to determine relationships between physical quantities in astronomy. 2.) Upon completion of ASTR 20, students should be able to describe the ways in which scientific principles have shaped the modern world and relate to daily life.
    - **CSLOs Approved**
- iii. ASTR 30: Intro to Astronomy Lab
  - **CSLOs-** 1.) Upon completion of ASTR 30, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments. 2.) Upon completion of ASTR 30, students should be able to quantitatively analyze their laboratory data, compare their results to accepted values, and evaluate the accuracy of their experiment.
    - **CSLOs Approved**
- iv. EMS 12: Paramedic Laboratory I
  - **CSLO-** Upon successful completion of EMS 12, the student should be able to demonstrate the psychomotor skills related to medication administration, patient assessment, and airway management.
    - **CSLO Approved-** There was concern over the use of student vs students, committee decided "student" was ok.
- v. EMS 91: Emergency Medical Technician Refresher
  - **CSLO-** Upon successful completion of EMS 91, the student should be able to articulate the recent advances in emergency medical care within the last two years.
    - **CSLO Approved**
- vi. KIN TDE2: Tenio Decuerdas Eskrima 2
  - **CSLOs-** 1.) Upon completion of KIN TDE2, students will be able to defend against the six main angles of attack using with the force striking concepts. 2.) Upon completion of KIN TDE2, students will be able to defend against the six main angles of attack using against the force striking concepts. 3.) Upon completion of KIN TDE2, students will be able to defend against the six main angles of attack using numerado.
    - **CSLOs Approved-** 3<sup>rd</sup> SLO Approved. 1<sup>st</sup> and 2<sup>nd</sup> SLOs need hyphen to clarify concepts, will be sent back for revision.
- vii. LIBR 1: Library Skills
  - **CSLOs-** 1.) Upon completion of LIBR 1, the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose. 2.) Upon completion of LIBR 1, the student should be able to identify main ideas to be extracted from the information gathered. 3.) Upon completion of LIBR 1, the student should be able to formulate citations in the appropriate format and style
    - **CSLOs Approved-** 2<sup>nd</sup> and 3<sup>rd</sup> SLO approved. 1<sup>ST</sup> SLO not approved concern "its" too vague, change "sources" to "a source", and that "to be extracted" may be superfluous. The 1<sup>st</sup> SLO will be returned for revision.
- viii. PHYS 1A: General Physics I
  - **CSLOs-** 1.) Upon completion of PHYS 1A, students should be able to design and conduct laboratory experiments, and analyze and interpret their data. 2.) Upon completion of PHYS 1A,

students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

- **CSLOs Approved**

ix. PHYS 1B: General Physics II

- **CSLOs-** 1.) Upon completion of PHYS 1A, students should be able to design and conduct laboratory experiments, and analyze and interpret their data. 2.) Upon completion of PHYS 1A, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

- **CSLOs Approved**

x. PHYS 1C: General Physics III

- **CSLOs-** 1.) Upon completion of PHYS 1A, students should be able to design and conduct laboratory experiments, and analyze and interpret their data. 2.) Upon completion of PHYS 1A, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

- **CSLOs Approved**

xi. PHYS 1D: General Physics IV

- **CSLOs-** 1.) Upon completion of PHYS 1A, students should be able to design and conduct laboratory experiments, and analyze and interpret their data. 2.) Upon completion of PHYS 1A, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

- **CSLOs Approved**

xii. PHYS 2A: Introduction to Physics I

- **CSLOs-** 1.) 1.) Upon completion of PHYS 1A, students should be able to design and conduct laboratory experiments, and analyze and interpret their data. 2.) Upon completion of PHYS 1A, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

- **CSLOs Approved**

xiii. PHYS 2B: Introduction to Physics II

- **CSLOs-** 1.) Upon completion of PHYS 1A, students should be able to design and conduct laboratory experiments, and analyze and interpret their data. 2.) Upon completion of PHYS 1A, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

- **CSLOs Approved**

xiv. PHYS 10: Descriptive Physics

- **CSLOs-** 1.) Upon completion of PHYS 10, students should be able to explain fundamental physical principles in mechanics, electricity and magnetism, thermodynamics, optics, relativity, and modern physics. 2.) Upon completion of PHYS 10, students should be able to describe the ways in which scientific principles have shaped the modern world and relate to daily life.

- **CSLOs Approved**

xv. THEA 4: American Cultures in Theater

- **CSLOs-** 1.) Upon completing THEA 4 students should be able to discuss ethnic theater related issues such as differences in perceptions and values between various ethnic groups. 2.) Upon completing THEA 4 students should be able to trace the history of a specific ethnic group and articulate their representation in the canon of American Theater

- **CSLOs not Approved-** Needs hyphen between ethnic theater related, needs comma, periods and parallel language. Will be sent back for revision.

xvi. THEA 11: Stage to Screen

- **CSLOs-** 1.) Upon completion of THEA 11 the student should be able to identify important movements and developments in theater and film history. 2.) Upon completion of THEA 11 the student should be able to discuss the purposes of dramatic art (film and theatrical) as it pertains to selected works. 3.) Upon completion of THEA 11 the student should be able to compare and contrast stage scripts and film adaptations

- **CSLOs not Approved-** Needs comma, periods and parallel language. Will be sent back for revision.

b. New Business:

i. ECD 56: Child Growth and Development

- **CSLO-** By the end of ECD 56 students, shall be able to identify cultural, economic, political and historical contexts that impact children's development.
  - **CSLO Approved-** Comma is incorrectly placed- SLO to be approved after correction made

ii. THEA 12: Film as Art and Communication

- **CSLOs-** Upon completion of THEA 12 students will be able to evaluate a film based on historical, biographical, political, or cultural context.
  - **CSLO not Approved-** Needs comma, parallel language. Will send back for revision.

## 6. PSLO Review:

a. New Business:

i. Emergency Medical Services AS

- **PSLO-** The program graduate will be able to comprehend apply, and evaluate information relative to the expected duties of the entry level paramedic.
  - **PSLO not Approved-** Missing introduction language of "Upon completion of". Returned for revision.

ii. Physics AS

- **PSLOs-** 1.) Upon successful completion of an AS in Physics, students are able analyze physical situations quantitatively using fundamental physics principles, ranging from Newtonian mechanics to modern physics. 2.) Upon successful completion of an AS in Physics, students are able to design and conduct laboratory experiments, and analyze and interpret their data. 3.) Upon successful completion of an AS in Physics, students are able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.
  - **PSLOs Approved**

b. Old Business:

i. Music Technology Career Certificate

- **PSLO-** Upon completion of the certificate in Music Technology, students will be able to engineer, mix, and notate music using industry- standard software and equipment.
  - **PSLO Approved-** "Gear" was changed to "Equipment"

## 7. SAO Review:

c. Old Business:

i. Counseling and Guidance

- **SAO-** 1.) As a result of attending a program planning session, students will articulate an initial education goal (i.e., Certificate, Degree, Transfer). 2.) As a result of attending a program planning session, students will select the appropriate GE pattern or the certificate's list of courses required for their educational goal(s).
  - **SAO Approved** – Corrections made

8. **Administrative Update-** Ann Hight stated that though the SLO Committee charge states that there should be two administrators, there are currently four. William Garcia stated that he would check with Don Miller.

9. **SLO Liaison Report-** Angelo Bummer described that he and Marty Nash have done about 4-5 SLO workshops this semester, with low attendance. Questions have changed from faculty from how to use eLumen to more general questions and how to write better SLOs. Marty Nash stated that he is receiving more questions about SAOs. Ann Hight explained that we are moving out of just entering data, to embedding the SLO process to become more automatic. It might be beneficial to have a SAO Coordinator to help with this process. Marty Nash and Angelo Bummer stated that they plan to have more targeted workshops for Coordinators on mapping, common assessments, and utilizing automated e-mails. The SLO Committee recommends that another SLO Liaison for SAOs.

## 10. Good of the Order

**11. Adjournment** at 4:27pm

**12. Next Regular Meeting** (Monday, October 9th, 2017)