## 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):**
**Chairs:** Ann Hight, John Ruys
**Administrators:**
    Diane Brady-Absent
    Don Miller-Absent
    William Garcia-Absent
    Amir Law-Absent
**Faculty:**
    Mark Tarte (Faculty Assoc)-Absent
    Marty Nash
    Angelo Bummer
    Akihiko Hirose
    Robin Rehagen
    Jennie Graham
**Student Services**:
    Rafael Valle- Absent
**Classified:**
    Scott Vigallon
**Members Present (non-voting):**
**Director of Research and Planning:**
    Rajinder Samra-Absent

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

    Melissa Korber- Absent

Guests: Michael Schwarz

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**Approved Minutes**

**1. Call to Order**
Meeting called to order at 2:35pm

**2. Review and Approval of Agenda (January 22nd, 2018)**
MOTION to APPROVE Agenda
MSC: Graham/Bummer/APPROVED

**3. Review and Approval of Minutes (December 11th, 2017)**
MOTION to APPROVE Minutes from December 11th, 2017
MSC: Graham/Bummer/APPROVED- 2 Abstentions

**4. Accreditation**               **Ann Hight/ John Ruys**
The four planning agendas that were reviewed in order to plan for the Fall 2019 Midterm Report. #1 Refine, simplify, and integrate the College's curriculum and SLO processes to more regularly assess the correlation between measurable objectives and course-level SLOs with the goal of ensuring consistency, particularly in courses developed since 2007. Pg. 108 old standards II.A.1.c new standard II.A.3. #2 Staff development should be provided to all faculty providing clearer and more consistent guidelines for including measurable objectives/student learning outcomes on course syllabi. Pg. 136 old standard II.A.6, new standard II.A.3. #4 A collectively bargained, consistent resolution more directly linking student learning outcomes to the evaluation process should be reached. Pg. 212 old standard III.A.1.c, new standard III.A.6, II.A.2 ( 3.A.6 might be removed). #5 Continue to provide regular staff development opportunities focused on the assessment of SLOs, in prioritizing the engagement of part-time faculty (p 108 of ISER). It was discussed that these planning agendas were written in 2014, thus we have largely already addressed theses planning agendas and are currently focused on other items. We have examples of how we have addressed many of these items in SLO Committee and Division/ Department Minutes, SLO and eLumen Trainings and department e-mails. It was decided that Madeline Wiest would set up a way for SLO Committee members to upload evidence to Canvas for storage.

**5. SLO Committee Charge**          **Ann Hight/ John Ruys**
The colleges shared governance based the participants in the SLO Committee on a previous SLO Committee charge. John Ruys will reach out to the President's Office to have this corrected.

**6. Goals/ Focus for this Semester**      **Ann Hight/ John Ruys**
It was discussed that one of the goals for the semester was to further train SLO Coordinators on checking SLO/PSLO quality, creating a plan for their discipline, utilizing the features of eLumen, assessing courses, and analyzing the data. There was concern that the previous SLO Coordinator Flex Day session was not well attended. There was the idea of rebranding SLO work as, rather than an obligation to enter of data into eLumen, instead a useful tool to capture trends and improve the student experience. It was discussed that in addition to the flex day trainings, time would be requested for either a Town Hall or Division Meetings to show examples of how eLumen reports can capture data in a useful way and discuss best practices. In addition, more time is needed to decide on whether we would like to change ISLO assessment to only using signature/ representative courses. Currently, as we are discussing making this change we are not requiring ISLO mapping in eLumen. ISLO data, as it is now, is not useful as there are too many data points and there is no norming.

**7. CLSO Review:**
    a. New Business:
        i. THEA 48B: Technical Theater in Production- Intermediate
            • CSLO- 1.) Upon completion of THEA 48B, students should be able to demonstrate an ability to operate and program, at a fundamental level, standard lighting, sound, or projection technology typically employed in a theatrical setting. 2.) Upon completion of THEA 48B, students should be able to demonstrate an ability to serve in a leadership position or as a key member of a crew of a theatrical performance. 3.) Upon completion of THEA 48B, students should be able to demonstrate an ability to work and problem solve in one or more areas of technical theatre**.** 4.) Upon

completion of THEA 48B, students should be able to demonstrate an ability to work collaboratively with designers, technicians, and other theatre personnel.

- **CSLO Approved-** Pending recommended removal of redundant phrase "to demonstrate an ability to"

ii. THEA 48C: Technical Theater in Production- Advanced

- **CSLO**- 1.) Upon completion of THEA 48C, students should be able to demonstrate an ability to produce all of the necessary material typically required in one of the design areas, lighting, projection, sound, costume, or scenic. 2.) Upon completion of THEA 48C, students should be able to demonstrate an ability to work as a designer or assistant designer on a theatrical production. 3.) Upon completion of THEA 48C, students should be able to demonstrate an ability to work collaboratively with designers, technicians, and other theatre personnel.
  - **CSLO Approved-** Pending recommended removal of redundant phrase "to demonstrate an ability to"

iii. THEA 48D: Technical Theater in Production- Management

- **CSLO**- 1.) Upon completion of THEA 48D, students should be able to demonstrate an ability to work collaboratively with designers, technicians, and other theatre personnel. 2.) Upon completion of THEA 48D, students should be able to demonstrate an ability to work in a managerial or supervisory role in a technical or production area of a theatrical production.
  - **CSLO Approved-** Pending recommended removal of redundant phrase "to demonstrate an ability to"

iv. THEA 50: Stagecraft

- **CSLO**- 1.) Upon completion of THEA 50, students should be able to recognize and use at a fundamental level terminology, tools, materials, and processes and techniques, typically found in a theatrical environment. 2.) Upon completion of THEA 50, students should be able to demonstrate an ability to analyze technical theatre production problems; evaluate alternatives and recommend solutions. 3.) Upon completion of THEA 50, students should be able to demonstrate an ability to work collaboratively with designers, technicians, and other theatre personnel. 4.) Upon completion of THEA 50, students should be able to recognize theatrical crew organization, and perform basic tasks typically associated with lighting, sound, scenic, or costume crews.
  - **1st, 4th CSLO Approved-** 1st & 4th SLO approved pending recommended removal of redundant phrase "to demonstrate an ability to". In the second SLO the semicolon should be a comma. 2nd & 3rd SLO not approved concern over the use of "demonstrate an ability".

b. **Old Business:**

i. AJ 66: Juvenile Procedures

- **CSLO**- 1.) Upon successful completion of AJ 66, the student will be able to explain the historical evolution of the juvenile justice system; the juvenile justice process and how it relates to the rehabilitation of youthful offenders and differentiate between juvenile status offenders and juvenile criminal offenders.
  - **CSLOs Approved-** It was suggested that the SLO should be more general or separated into multiple SLOs.

ii. THEA 50L: Introduction to Stage Lighting

- **CSLO**- 1.) Upon completion of THEA 50L, students should be able to analyze a script and design a light plot for an assigned production. 2.) Upon completion of THEA 50L, students should be able to hang and focus a light plot for an assigned production or repertory plot. 3.) Upon completion of THEA 50L, students should be able to produce all technical and creative paperwork for a lighting plot for an assigned production or repertory plot.
  - **CSLO Approved-** Faculty members want to keep "assigned"

iii. THEA 52: Introduction to Design

- **CSLO**- 1.) Upon completion of THEA 52, students should be able to produce fundamental technical and creative paperwork for a scenic, lighting, costume, or sound design for an assigned production. 2.) Upon completion of THEA 52, students should be able to analyze a script and create a scenic, lighting, sound, or costume design for an assigned production.
  - **CSLO Approved-** Faculty members want to keep "assigned"

8. **PSLO Review:**
   a. New Business:
      i. Economics AA-T

- **PSLOs-** 1.) Upon completion of the AA-T in Economics, students will be able to use marginal analysis to explain how individuals in the economy make their production and purchasing decisions. 2.) Upon completion of the AA-T in Economics, students will be able to explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production. 3.) Upon completion of the AA-T in Economics, students will be able to use key economic indicators, such as GDP, CPI and Unemployment Rate, to analyze the economy and explain how monetary and fiscal policies affect short-term fluctuations of economic activity.
  - **PSLOs Approved**

ii. Emergency Medical Responder Career Certificate
  - **PSLOs-** 1.) Upon completion of the Emergency Medical Responder Career Certificate, the student will be competent as an entry-level Emergency Medical Responder in the cognitive (knowledge), psycho-motor (skills), and affective (behavior) learning domains with exit points at the Emergency Medical Responder levels and certified to provide Basic Life Support CPR. 2.) Upon successful completion of the Emergency Medical Responder Career Certificate, the student will be prepared to become an Emergency Medical Responder (EMR) through registration with he National Registry of EMT's. 3.) Upon Completion of the Emergency Medical Responder Career Certificate, the student will be competent and prepared for employment as a Lifeguard, Police Officer, and/or Search and Rescue Squad member.
    - **PSLOs Approved -** Correct spelling "he" to be "the"

iii. Emergency Medical Technologies Certificate of Achievement
  - **PSLOs-** 1.) Upon completion of the Emergency Medical Technologies Certificate of Achievement, the student will be competent as an entry-level Emergency Medical Technician in the cognitive (knowledge), psycho-motor (skills), and affective (behavior) learning domains with exit points at the Emergency Medical Technician level. 2.) Upon successful completion of the Emergency Medical Technologies Certificate of Achievement, the student will be prepared to become a Nationally Registered Emergency Medical Technician (NREMT). 3.) Upon Completion of the Emergency Medical Technologies Certificate of Achievement, the student will be competent and prepared for employment as a Lifeguard, Police Officer, Firefighter, Emergency Room Technician, Ambulance Attendant EMT,and/or Search and Rescue Squad member.
    - **PSLOs Approved-** Add space before and

iv. Law Enforcement Certificate of Achievement
  - **PSLOs-** 1.) A student receiving the Law Enforcement Certificate of Achievement has demonstrated successful completion of the Academy Orientation Course and the California POST Basic Training Academy conducted by the Alameda County Sheriff's Office Regional Training Center.
    - **PSLOs not Approved-** PSLO does not specify what the student learned or would be prepared to do. It was suggested that perhaps the SLO for AJ 9997 would be more appropriate. Madeline Wiest will reach out to Mark Tarte.

9. **Administrative Update:** No Report
10. **SLO Liaison Report:** Angelo Bummer reported that at the end of the Fall semester he assisted faculty members individually to enter SLO Data and is currently helping faculty members write new SLOs. Michael Schwarz stated that it might be helpful to add a classified Student Services member to the SLO Committee as many of the SAO areas are managed by classified staff.
11. **Good of the Order:** Several new programs do not have PSLOs. John Ruys and Ann Hight will reach out to the discipline coordinators again about writing PSLOs, as it is critical that this is completed before the catalog deadline. Madeline Wiest will send out the list of courses without SLOs to the Dean's, so that they can follow up with faculty.
12. **Adjournment** at 4:17pm
13. **Next Regular Meeting** (Monday, February 12th, 2018)