

### 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- Absent  
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:** Nessa Julian, John Ruys, Karin Spirn

### Approved Minutes

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

Meeting called to order at 2:31 pm

#### **2. Review and Approval of Amended Agenda (October 9th, 2017)**

MOTION to APPROVE Amended Agenda

MSC: Nash/Graham/APPROVED

*\*Amended: Additional item added after #11- SLO/ SAO Liaison CAH Spring 2018*

MOTION to APPROVE Second Agenda Amendments

MSC: Bummer/Graham/APPROVED

*\*Amended: Additional item moved to #7*

#### **3. Review and Approval of Amended Minutes (September 11th, 2017)**

MOTION to APPROVE Amended Minutes from September 2017

MSC: Vigallon/Bummer/APPROVED

*\*Amended: Sentence correction: "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."*

#### **4. Program Review**

#### **Karin Spirn**

Karin Spirn gave the committee members preliminary directions for program review. The faculty readers on the committee will receive directions that are more detailed once program reviews have been submitted on or before Oct. 18. Readers will be responsible for only reading section one (program snapshot) of ten or fewer program reviews. Readers will use the reader's worksheet to make notes (must be submitted to administrators typed not hand-written). After the review has been completed readers will need to set up a time to meeting with their administrator to go over the program reviews.

#### **5. eLumen- Canvas Integration**

#### **Scott Vigallon**

Scott Vigallon stated that the integration with Canvas is finally working on the test site, however according to a recent eLumen webinar it seems that eLumen will be making many changes to in current integration. Vigallon showed two videos, one of the current integration and another of the future integration shown in the eLumen webinar. In order for the current integration to work all faculty id's would need to be changed to their W#'s (this would require District ITS assistance). It was clarified that the current integration only works with the assignments tool in Canvas. It was discussed whether the committee wanted to start the current integration in Summer 2018 or to hold off until the second integration is ready and tested. There was concern over training faculty twice if we adopted the first integration and then the future integration. It was discussed that there is not a huge rush to integrate as many faculty members are not using or still learning Canvas. Vigallon will let the committee know if there is any updates to eLumen's timeline for the second integration and verify that the future integration will work without having the eLumen Curriculum Module.

#### **6. Accreditation Midterm Report**

#### **John Ruys**

John Ruys discussed that our current system for assessing ISLOs is by mapping all of our course SLOs to ISLOs. On average this creates about 16,000 data points. There is currently no norming of scoring within or across departments. There are several options. One would be to norm scoring for every course mapped to a particular ISLO, which would be difficult. Another would be to choose signature courses or assignments for each ISLO which is exemplar of what the ISLO is trying to capture. Then norming

would only have to happen for those courses. This would not have to include every student in those courses, most colleges select a sampling of 10% of students across different times of day or methods of instruction (DE vs. Classroom). An example is Monterey Bay Community College that uses courses from their GE pattern to map to their ISLOs using a standardized rubric that assesses multiple outcomes (created by assessment committee). This may not capture all students, but gives a more manageable and meaningful data set. We are required by accreditation to set institutional set standards, currently for ISLO data that is 95% of five-year average. ACCJC does not believe that it is not a good standard. They suggest having both a floor goal that we do not want students to fall below, as well as an aspirational goal. Thus, we need to pick a new standard. It was discussed that if we did chose signature courses a data steward could remove the current ISLO mapping in eLumen. In addition, it was discussed that perhaps signature courses should be across disciplines for each ISLO. There was concern that not all faculty may want to use a normed rubric and assignments to score students. This will require further thought and discussion.

## 7. SLO/ SAO Liaison CAH Spring 2018

**Ann Hight**

There was discussion of how to split the 4 CAH (6 CAH had been initially be requested) that has been allocated for Spring 2018 Liaisons between SAOs and SLOs. There was concern that as SAOs have been neglected, there is a lot of work to be done to create a culture and structure for SAO assessment. However, there is also a lot of work still to be done with SLOs, specifically SLO Coordinator Duties and functions in eLumen. It was decided that the CAH would be split: 2 CAH for SLOs and 2 CAH for SAOs.

MOTION to APPROVE 2 CAH for SLOs Liaisons and 2 CAH for SAOs Liaisons  
MSC: Rehagen/Graham/APPROVED

## 8. SLO, ISLO Catalog Description

**Ann Hight**

Catalog Pg. 5 under "Student Learning Outcomes"-Several changes were made include minor spelling & grammar correction, plus editing sentence to: "SLOs encompass students' ability to synthesize discreet skills using higher level thinking processes in order to apply what they have learned."

## 9. CLSO Review:

### a. New Business:

#### i. NUTR 5: Nutrition/ Performance & Sport

- **CSLOs-** 1.) Upon completion of Nutrition 5, students will communicate nutrition information using credible resources. 2.) Upon completion of Nutrition 5, students will be able to analyze and evaluate dietary intake relative to government guidelines and recommendations for athletes. 3.) Upon completion of Nutrition 5, students will describe the basic principles of nutrition as they relate to sports performance.
- **CSLOs Approved**

#### ii. THEA 52: Introduction to Design

- **CSLOs-** 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 recognize and use theatrical design terminology, tools, materials and techniques 3.) 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 4.) Upon completion of THEA 52 students should be able to evaluate the effectiveness of a scenic, lighting, sound, or costume design in a given production at a fundamental level
- **CSLOs Approved-**Periods and commas missing, SLOs will be approved once those corrections have been made.

### b. Old Business:

#### i. 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.

- **CSLOs Approved-** Requested Hyphens Added.

ii. THEA 4: American Cultures in Theater

- **CSLOs-** 1.) Upon completing THEA 4, the student will be able to discuss ethnic theater related issues such as differences in perceptions and values between various ethnic groups 2.) Upon completing THEA 4, the student will be able to trace the history of a specific ethnic group and articulate their representation in the canon of American Theater
  - **CSLO #2 Approved-** SLO #1 needs hyphen in "ethnic theater"- sent back for revision. SLO #2 will be approved after period added.

iii. THEA 11: Stage to Screen

- **CSLOs-** 1.) Upon completion of THEA 11, the student will be able to compare and contrast stage scripts and film adaptations 2.) Upon completion of THEA 11, the student will 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 will be able to identify important movements and developments in theater and film history.
  - **CSLOs #1&3 Approved-** SLO #2 concern over use of "Pertains to selected works"- sent back for revision. #1 will be approved once missing period added.

iv. 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 Approved**

## 10. PSLO Review:

a. New Business:

i. Public Health Science AS-T

- **PSLOs-** 1.) Upon successful completion of the AS-T in Public Health Science, students should be able to describe factors that contribute to health disparities and leading causes of morbidity and mortality, including factors related to public policy, socioeconomics, and the environment. 2.) Upon successful completion of the AS-T in Public Health Science, students should be able to develop strategies for initiating and/or maintaining activities that promote health through individual behavior, civic/community engagement, and/or environmental stewardship. 3.) Upon successful completion of the AS-T in Public Health Science, students should be able to critically evaluate popular and scientific literature and other media for its significance and impact on individual and public health.
  - **PSLO Approved**

## 11. Administrative Update- No Update

**12. SLO Liaison Report-** Angelo Bummer reported that there seemed to be a quirk in the eLumen system where he was unable to remove an unneeded assessment, while working with a faculty member.

**13. Good of the Order-** There will be more discussion regarding the SLO/SAO Flex Day Workshops at our next committee meeting.

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

**15. Next Regular Meeting** (Monday, October 23rd, 2017)