



## 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-Absent

### **Faculty:**

Mark Tarte (Faculty Assoc)-Absent  
Marty Nash-Absent  
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, Michael Schwarz

## Approved Minutes

### 1. Call to Order

Meeting called to order at 2:32pm

### 2. Review and Approval of Amended Agenda (December 11th, 2017)

MOTION to APPROVE Agenda

MSC: Valle/Vigallon/APPROVED

**TABLED:** #5 SLO Committee Charge

### 3. Review and Approval of Minutes (November 13th, 2017)

MOTION to APPROVE Minutes from November 13<sup>th</sup>, 2017

MSC: Valle/Vigallon/APPROVED

**Amended:** Two sentences removed from #4 SLO/SAO Liaison Recommendation

### 4. Review and Approval of Minutes (November 27th, 2017)

MOTION to APPROVE Minutes from November 27<sup>th</sup>, 2017

MSC: Valle/Vigallon/APPROVED

### 5. TABLED- SLO Committee Charge

Ann Hight

### 6. SLO/ SAO Liaison Recommendation for Spring 2018

Ann Hight

Angelo Bummer reviewed the tasks that he has undertaken as a SLO Liaison, including assisting writing CSLOs/PSLOs, workshops with faculty members, and working with faculty members on assessments. Michael Schwarz said that there is a lot of interest in SAOs and Assessment. He would like to be the SAO Liaison for Spring 2018. Ann Hight stated that the SLO Committee needed to make a recommendation to send to college council.

MOTION to APPROVE Angelo Bummer as SLO Liaison and Michael Schwarz for SAO Liaison Spring 2018

MSC: Valle/Vigallon/APPROVED

### 7. CLSO Review:

#### a. New Business:

#### i. AJ 66: Juvenile Procedures

- **CSLO-** Upon completion of AJ66, the student should be able to explain the juvenile justice process and how it relates to the rehabilitation of youthful offenders and differentiate status offenders from criminal offenders.
  - **CSLO not Approved-** Need to add the word "to" between "and" and "differentiate"

#### ii. ANTR 4: Language and Culture

- **CSLOs-** 1.) Successful completion of ANTR 4 will enable students to explain the anthropological approach to language and communication. 2.) Successful completion of ANTR 4 will enable students to identify the structural properties of language. 3.) Successful completion of ANTR 4 will enable students to describe and demonstrate how the relationship between language and culture has social consequences.
  - **CSLO Approved-** There was concern that the introduction language does not follow exactly the committee's recommended CSLO introduction. It was decided that as all of the CSLOs for the course have the same parallel language and the meaning is the same as the recommended introduction it is acceptable.

#### iii. ARHS 5: Art History: Renaissance to Modern

- **CSLO-** 1.) Upon completion of ARHS 5, the student should be able to distinguish between the art historical periods from Renaissance through Contemporary. 2.) Upon completion of ARHS 5, the student should be able to recognize and identify individual works of art and architecture of significance. 3.) Upon completion of ARHS 5, the student should be able to

distinguish advancements in technique, methods, and technology as it impacts visual art. 4.) Upon completion of ARHS 5, the student should be able to analyze works of art and how they relate to their associated world geography.

- **CSLOs 1, 2, and 4 Approved-** In the third CSLO as advancements is plural, “it impacts” needs to be changed to “they impact”

iv. EMS 12: Paramedic Laboratory 1

- **CSLOs-** 1.) Upon completion of EMS 12, the student will be able to solve a medication calculation problem. 2.) Upon completion of EMS 12, the student will be able to demonstrate the successful insertion of an endotracheal tube into a simulated trachea. 3.) Upon completion of EMS 12, the student will be able to demonstrate the successful insertion of an intravenous catheter into a simulated vein.
  - **2<sup>nd</sup> CSLO Approved-** In the 1<sup>st</sup> CSLO it was discussed that students should be able to solve multiple medical calculations, not just one. Language should be changed to “solve medication calculations.” 3<sup>rd</sup> CSLO is missing a period at the end of the sentence.

v. PHIL 1: God, Nature, Human Nature

- **CSLOs-** 1.) Upon completion of PHIL 1, the student should be able to effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through. 2.) Upon completion of PHIL 1, the student will be able to use philosophical methods to explain, apply and evaluate philosophical positions of their own and of significant historical figures.
  - **1<sup>st</sup> CSLO Approved-** Concern over the use of “well thought-through”, however it is grammatically correct and easy for students to understand. Second CSLO needs parallel language of “should be able to”.

vi. PHIL 2: Ethics

- **CSLOs-** 1.) Upon completion of PHIL 2, the student will be able to apply diverse abstract ethical theories to evaluate contemporary moral challenges. 2.) Upon completion of PHIL 2, the student should be able to effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.
  - **1<sup>st</sup> CSLO Approved-** Second CSLO needs parallel language of “should be able to”.

vii. PHIL 3: Aesthetics

- **CSLOs-** 1.) Upon completion of PHIL 3, the student should be able to apply philosophical methods of artistic analysis learned in class to specific works of art. 2.) Upon completion of PHIL 3, the student should be able to effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well-thought-through.
  - **2<sup>nd</sup> CSLO Approved-** In the first CSLO “learned in class to specific” should be removed. Outcomes should state the outcome of a course and use of “specific” is too narrow.

viii. PHIL 4: Intro to Philosophy: Knowledge

- **CSLOs-** 1.) Upon completion of PHIL 4, the student should be able to use the philosophical methods discussed in class to explain, apply, and evaluate specific epistemic theories. 2.) Upon completion of PHIL 4, the student should be able to participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.
  - **2<sup>nd</sup> CSLO Approved-** In the first CSLO “discussed in class” and “specific” should be removed. Outcomes should state the outcome of a course and use of “specific” is too narrow.

ix. PHIL 5: Feminist Philosophy

- **CSLO-** Upon completion of PHIL 5, the student should be able to use the philosophical methods discussed in class to explain, apply, and evaluate specific feminist theories.
  - **CSLO not Approved -** In the first CSLO “specific” should be removed as it is too narrow.

x. PHIL 6: Introduction to Logic

- **CSLOs-** 1.) Upon completion of PHIL 6, the student should be able to identify, describe and evaluate the informal logical fallacies. 2.) Upon completion of PHIL 6, the student should be able to use natural deduction to evaluate the validity of arguments in propositional logic. 3.) Upon completion of PHIL 6, the student should be able to apply the basic principles of causal and probabilistic reasoning.
  - **CSLOs Approved**

**b. Old Business:**

i. MUS 5: American Cultures in Music

- **CSLO-** 1.) Upon completion of MUS 5, students will be able to analyze and interpret particular musical works with regard to style and technical elements. 2.) Upon completion of MUS 5, students will be able

to distinguish and debate the contributions of the various cultures that make up America's popular music and its people.

- **CSLOs Approved-** For the 1<sup>st</sup> CSLO suggested changes made. For the 2<sup>nd</sup> CSLO the faculty members decided not to change, as suggested, the language “and its people”.
- ii. MUS 6: Basic Music Skills
  - **CSLO-** Upon completion of MUS 6, students will be able to develop a comprehension of typical music notation through harmonic and formal analysis of the literature.
  - **CSLO not Approved-** Concern over the use of “Develop a Comprehension”, too much like “Demonstrate Understanding. Also, do not understand the desired outcome of the CSLO.
- iii. MUS 27: Teaching Intermediate Piano
  - **CSLO-** Upon completion of MUS 27, students should be able to evaluate advantages and disadvantages of method books in order to choose effective curriculum for a variety of students.
  - **CSLO Approved-** Suggested changes made.
- iv. MUS 35: Intro to Music Technology
  - **CSLO-** Upon completion of MUS 35, students will be able to demonstrate basic abilities in recording and music notation.
  - **CSLO Approved -** Suggested changes made.
- v. THEA 4: American Cultures in Theater
  - **CSLOs-** 1.) Upon completing THEA 4, the student should be able to discuss ethnic-theater related issues. 2.) Upon completing THEA 4, the student should be able to trace the history of a specific ethnic group and articulate their representation in the canon of American Theater.
  - **CSLOs Approved -** Suggested changes made.
- vi. THEA 11: Stage to Screen
  - **CSLOs-** 1.) Upon completion of THEA 11, the student should be able to compare and contrast stage scripts and film adaptations. 2.) Upon completion of THEA 11, the student should be able to discuss the purposes of dramatic art (film and theatrical).
  - **CSLOs Approved -** Suggested changes made.
- vii. THEA 50L: Introduction to Stage Lighting
  - **CSLOs-** 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 evaluate the effective use of lighting in production. 3.) Upon completion of THEA 50L, students should be able to hang and focus a light plot for an assigned production or repertory plot. 4.) 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. 5.) Upon completion of THEA 50L, students should be able to recognize and use lighting control and lighting terminology, tools, materials and techniques.
  - **5<sup>th</sup> CSLO Approved-** Remove word “assigned” from 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> CSLO as CSLO should be outcome of the course. 2<sup>nd</sup> CSLO add word “a” in from of “production”.
- viii. 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.
  - **2<sup>nd</sup> & 4<sup>th</sup> CSLO Approved-** 1<sup>st</sup> CSLO removed “for a assigned production” and add “used in a production” to then end of the sentence. Remove “assigned” from 3<sup>rd</sup> CSLO as CSLO should be outcome of the course.

## 8. PSLO Review:

### a. New Business:

#### i. Anthropology AA-T

- **PSLOs-** 1.) Upon completion of the AA-T in Anthropology, students will be able to describe and discuss differing cultural practices using anthropological theories and terms. 2.) Upon completion of the AA-T in Anthropology, students will be able to use the scientific method to test hypotheses and establish empirical facts. 3.) Upon completion of the AA-T in Anthropology, students will be able to explain why

there is no biological validity to the concept of "race." 4.) Upon completion of the AA-T in Anthropology, students will be able to describe and discuss the evolution and prehistory of human beings.

- **PSLOs Approved**

ii. Art: Painting AA

- **PSLOs-** 1.) Upon completion of the AA in Art: Painting, the student should be able to demonstrate technical proficiency in use of art media, tools, processes and technology. 2.) Upon completion of the AA in Art: Painting, the student should apply the principles of visual design for the communication and expression of ideas. 3.) Upon completion of the AA in Art: Painting, the student should be able to apply creative thinking through the production of original artworks.

- **1<sup>st</sup> and 3<sup>rd</sup> PSLOs Approved-** Change 2<sup>nd</sup> PSLO to have parallel language of “ should be able to”

b. Old Business:

i. Nutrition AS-T

- **PSLOs-** 1.) Upon successful completion of the AS-T in Nutrition, students will be able to communicate knowledge of nutrition and metabolism and apply that knowledge to the maintenance of health and the treatment of disease. 2.) Upon successful completion of the AS-T in Nutrition, students will critically evaluate factors influencing obesity, and the metabolic consequences of obesity, as it relates to chronic disease. 3.) Upon successful completion of the AS-T in Nutrition, students will acquire knowledge to develop health promotion and disease prevention programs that address diverse populations within a community (such as ethnicity, cultural backgrounds, socioeconomic status, and regional resources).

- **PSLOs Approved**

9. **Administrative Update:** No Report

10. **SLO Liaison Report:** Angelo Bummer stated that he and Mary Nash would not be offering the traditional end of semester assessment data workshops, as they were not well attended. Instead, they will offer times when they are available to assist faculty, especially adjuncts or new faculty.

11. **Good of the Order:** Scott Vigallon stated that now in eLumen the reflection template is added to assessment by default and does not need to be manually added. Faculty members still add their own reflection template.

12. **Adjournment** at 3:39pm

13. **Next Regular Meeting** (Monday, January 22nd, 2017)