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:

Ann Hight

Amir Law

David Johnson

Marty Nash

Angelo Bummer

Jennie Graham

Daniel Cearley

Mike Schwarz

Approved Amended Agenda

1. Call to Order
2. Review and Approval of Agenda (October 22nd, 2018)
3. Review and Approval of Minutes (October 8th, 2018)
4. Program Review (Karin Spirn)
5. **TABLED** Accreditation Standards (John Ruys)
6. Division Talking Points- eLumen/ Canvas Integration (Ann Hight)
7. Flex Day Sessions (Ann Hight)
8. Administrative Update
9. SLO/SAO Liaison Report
10. SLO Review
    a. New Business:
        i. CIS 88B: Adv Microsoft Word
        ii. GS 1: Introduction to Global Studies
        iii. KIN 24: Sports Psychology
        iv. KIN WTW1: Women's Weight Training One
        v. MATH 55C: Intermediate Algebra Corequisite Support
        vi. MATH 110C: Elementary Algebra Corequisite Support
        vii. PHYS 10L: Descriptive Physics Lab**
        viii. TUTR 17A: Tutoring Theory and Practice I
        ix. TUTR 17B: Tutoring Theory and Practice II
        x. TUTR 17C: Tutoring Theory and Practice III
11. SAO Review
    a. New Business:
        i. Admissions and Records
        ii. Tutorial Center
12. PSLO Review
    a. New Business:
        i. CSU General Education Breadth Certificate of Achievement
        ii. IGETC (Intersegmental General Education Curriculum) Certificate of Achievement
        iii. CyberSecurity Certificate of Achievement
        iv. IT Support Professional Certificate of Achievement
13. Good of the Order
14. Adjournment
15. Next Regular Meeting (Monday, November 26th, 2018)

Agenda Item #5

The Accreditation Steering Committee (ASC) is hoping to institutionalize work related to ACCJC accreditation standards to ease the process of preparing the Institutional Self Evaluation Report (ISER) that is due in summer of 2022. The ASC would like your committee/office to examine to following ACCJC standards and complete the attached evaluation form. We hope that this evaluation will help guide the work of your committee/office in the next few years. Myself or another member of the ASC can attend a meeting to help examine the standards. If you do not feel that the work of your committee/office is related to this standard please note that on the form. Some standards may belong to more than one committee or office because of the scope of the standard.

2014 ACCJC Standards

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.