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:
    David Johnson- Absent
    Amir Law- Absent
Faculty:
    Marty Nash
    Angelo Bummer
    Jennie Graham
    Daniel Cearley
Student Services:
    Michael Schwarz

Members Present (non-voting):
Director of Research and Planning:
    Rajinder Samra-Absent

Guests: Hariel Colcol VP Student Government, Jake Massie-Student, Karin Spirn

Approved Minutes

1. **Call to Order**
   Meeting called to order at 2:33pm

2. **Review and Approval of Agenda (October 22nd, 2018)**
   MOTION to APPROVE Agenda
   MSC: Graham/Bummer/APPROVED
   * Tabled #5, Added Tutorial Center SAOS

3. **Review and Approval of Minutes (October 8th, 2018)**
   MOTION to APPROVE Minutes from October 8th, 2018
   MSC: Graham/Cearley/APPROVED

4. **Program Review**   **Karin Spirn**
   Karin Spirn expressed appreciation for the SLO Committee for being collegial and agreeing to read entire program reviews. She will send an email assigning each reader about ten program reviews with directions. The readers will take electronic notes pulling out themes that the Dean's will use to create their summaries. The readers will have about a month to read the program reviews and then will need to schedule a meeting with the Dean. The instructions will include more details.

5. <u>**Tabled-Accreditation Standards**</u>   **John Ruys**

6. **Division Talking Points- eLumen/Canvas Integration**   **Ann Hight**
   Ann Hight stated that Scott Vigallon came to the last SLO Committee meeting and showed an eLumen-Canvas integration demonstration. There was concern from the committee that the integration steps were complicated and would only benefit a limited number of instructors (mostly only Distance Education instructors). Faculty are still getting used to using eLumen as it is currently. It was decided that several of the SLO Committee members will test the integration before deciding to roll it out to the campus. This will be discussed with Scott Vigallon.

7. **Flex Day Sessions**   **Ann Hight**
   Ann Hight stated that she has received a lot of emails regarding how to do reports for Program Review. This will be a working session with a presentation on how to run reports in eLumen and push out assessments. This will show faculty that eLumen is more than data input, but a platform for reports to facilitate discussion.

8. **Administrative Update**
   No Administrators Present

9. **SLO/SAO Liaison Report**   **Mike Schwarz/ Angelo Bummer**
   Angelo Bummer has been helping instructors with eLumen as they input old data to catch up and work on the SLO section of Program Review. Mike Schwarz stated that based on previous conversations Puente was under the impression that they did not need to have SAOs and instead only assess through their SLOs specifically for their PCN 30 learning community course. Ann Hight will check with John Ruys about the accreditation implications.

10. **CLSO Review:**
    a. **New Business:**
       i. CIS 88B: Adv Microsoft Word
          - **CSLO-** Successful completion of CIS 88B will enable students to produce complex business document, create tables of contents and indexes, use Word's collaboration features to share documents, and integrate data from Excel and other programs.
             - **CSLO not Approved-** Use standard for CIS department of "it is anticipated". Change to "documents".
       ii. GS 1: Introduction to Global Studies
          - **CSLOs-** 1.) Upon completion of GS 1, students will be able to describe how globalization has been seen over time in both positive and negative lights as it relates to markets and cultures. 2.) Upon completion of GS 1, students will be able to analyze how globalization has affected a particular cultural, national, or non-state group in terms of a particular social issue (economics, environment, gender, language, etc.).
             - **CSLOs Approved**
       iii. KIN 24: Sports Psychology
          - **CSLOs-** 1.) Upon completion of KIN 24, the student should be able to compare and contrast theories of achievement motivation. 2.) Upon completion of KIN 24, the student should be able to analyze methods in sport settings to regulate arousal, stress and anxiety.
             - **CSLOs Approved**
       iv. KIN WTW1: Women's Weight Training One
          - **CSLOs-** 1.) Upon completion of WTW1, the student should be able to demonstrate and explain the physiological reasons for performing a proper warm up. 2.) Upon completion of WTW1, the student should be able to identify major muscle groups and the specific weight training exercises that utilize those muscle groups. 3.) Upon completion of WTW1, the student should be able to demonstrate proper form when executing free weight and machine weight exercises. 4.) Upon completion of WTW1, the student should be able to understand weight training's benefits and effect on long- term health.
             - **CSLOs Approved, 1st CSLO not Approved-** SLO seems like it is two items and show perhaps be two SLOs.
       v. MATH 55C: Intermediate Algebra Corequisite Support
          - **CSLOs-** 1.) Upon completion of MATH 55C, the student should be able to use learning strategies to identify and communicate in their own words the key concepts of Intermediate Algebra. 2.) Upon completion of MATH 55C, the student should be able to use effective strategies to read mathematical text for understanding. 3.) Upon completion of MATH 55C, the student should be able to organize and justify their mathematical thinking on Intermediate Algebra problems. 4.) Upon completion of MATH 55C, the student should be able to use a problem-solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the problem. 5.) Upon completion of MATH 55C, the student should be able to develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals (such as time management, study skills, identifying his/her individual growth mindset, brain research on learning).
             - **CSLOs Approved**
       vi. MATH 110C: Elementary Algebra Corequisite Support
          - **CSLOs-** 1.) Upon completion of MATH 55C, the student should be able to use learning strategies to identify and communicate in their own words the key concepts of Elementary Algebra. 2.) Upon completion of MATH 55C, the student should be able to use effective strategies to read mathematical text for understanding. 3.) Upon completion of MATH 55C, the student should be able to organize and justify their mathematical thinking on Elementary Algebra problems. 4.) Upon completion of MATH 55C, the student should be able to use a problem-solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the problem. 5.) Upon completion of MATH 55C, the student should be able to develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals (such as time management, study skills, identifying his/her individual growth mindset, brain research on learning).
             - **CSLOs Approved**
       vii. PHYS 10L: Descriptive Physics Lab**
          - **CSLOs-** 1.) Upon completion of PHYS 10L, students should be able to quantitatively analyze their laboratory data. 2.) Upon completion of PHYS 10L, students should be able to compare experimental results to accepted values and

evaluate the accuracy of their experiment. 3.) Upon completion of PHYS 10L, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

- **CSLOs Approved**

viii. TUTR 17A: Tutoring Theory and Practice I
- **CSLOs-** 1.) Upon completion of TUTR 17A, the student should be able to demonstrate active listening and validation strategies to assess student needs. 2.) Upon completion of TUTR 17A, the student should be able to synthesize and formulate personalized tutoring best practices. 3.) Upon completion of TUTR 17A, the student should be able to implement tutoring policies and procedures using tutor scheduling software.
  - **CSLOs Approved**

ix. TUTR 17B: Tutoring Theory and Practice II
- **CSLOs-** 1.) Upon completion of TUTR 17B, the student should be able to demonstrate active listening and validation strategies to assess student needs. 2.) Upon completion of TUTR 17B, the student should be able to synthesize and formulate personalized tutoring best practices. 3.) Upon completion of TUTR 17B, the student should be able to implement metacognitive tutoring strategies.
  - **CSLOs Approved**

x. TUTR 17C: Tutoring Theory and Practice III
- **CSLO-** 1.) Upon completion of TUTR 17C, the student should be able to demonstrate active listening and validation strategies to assess student needs. 2.) Upon completion of TUTR 17C, the student should be able to synthesize and formulate personalized tutoring best practices. 3.) Upon completion of TUTR 17C, the student should be able to use multiple modalities to explain concepts to students from diverse backgrounds and with diverse learning styles.
  - **CSLOs Approved**

11. **SAO Review:**
   a. **New Business:**
      i. Admissions and Records
         - **SAO-** In order to assess the effectiveness of A&R services, A&R will expand the data collection process and use of student data.
            - **SAO not Approved**- SAO could be divided into two SAOs, collect data one semester and assess the next.
      ii. Tutorial Center
         - **SAOs- 1.)** Students regularly receiving tutoring should be able to identify their academic needs. 2.) Students regularly receiving tutoring should be able to use metacognitive strategies to formulate a plan to succeed. 3.) Students regularly receiving tutoring should be able to apply various learning strategies corresponding to their individual learning styles. 4.) Las Positas students should be able to describe and use the services of the Tutorial Center. 5.) Students who receive tutoring should experience a welcoming, empathetic, and supportive environment. 6.) Students who receive tutoring should improve their grades as a result of tutoring.
            - **SAOs Approved, 4th SAO not Approved-** Not sure how to assess 4th SAO.

12. **CLSO Review:**
   a. **New Business:**
      i. CSU General Education Breadth Certificate of Achievement
         - **PSLO-** 1.) Upon completion of the Certificate of Achievement in CSU General Education Breadth, students will be able to use and criticize quantitative arguments and understand experimental methodology, the testing of hypotheses, and the power of systematic questioning. 2.) Upon completion of the Certificate of Achievement in CSU General Education Breadth, students will be able to analyze and appreciate works of philosophical, historical, literary, and cultural importance. 3.) Upon completion of the Certificate of Achievement in CSU General Education Breadth, students will be able to identify strategies for continual sociological, psychological, and biological well-being.
            - **PSLO Approved**
      ii. IGETC (Intersegmental General Education Curriculum) Certificate of Achievement
         - **PSLO-** 1.) Upon completion of the Certificate of Achievement in IGETC (Intersegmental General Education Curriculum), students will be able to use and criticize quantitative arguments. 2.) Upon completion of the Certificate of Achievement in IGETC (Intersegmental General Education Curriculum), students will be able to analyze and appreciate works of philosophical, historical, literary, and cultural importance. 3.) Upon completion of the Certificate of Achievement in

        IGETC (Intersegmental General Education Curriculum), students will be able to understand experimental methodology, the testing of hypotheses, and the power of systematic questioning.

- **PSLO Approved**

   iii.   CyberSecurity Certificate of Achievement

- **PSLO-** Upon successful completion of the CyberSecurity Certificate of Achievement, students will have the analytical thinking, critical analysis, group collaboration, and effective communication skills necessary to analyze and solve computer network security issues to help protect computers and computer networks using multiple operating systems.
  - **PSLO not Approved-** Update with standard SLO language. Sentence contains too many items. More information needed about the program.

   iv.   IT Support Professional Certificate of Achievement

- **PSLO-** Students successfully completing the Certification of Achievement—IT Support Professional can achieve the Google IT Support Professional certificate and will be prepared to take the CompTIA A+, Network +, and Security + certification tests.
  - **PSLO not Approved-** Update with standard SLO language. Sentence contains too many items. More information needed about the program.

13. **Good of the Order:** Angelo Bummer expressed concern that the SLO sections on Program Review remain just a checkbox for faculty. The Faculty need more training on how to use SLO Data and use it to create department conversations. Perhaps we can update Program Review next year to include a question about department SLO conversations.
14. **Adjournment** at 4:07 pm
15. **Next Regular Meeting** (Monday, November 26th, 2018)