

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

Faculty:

Marty Nash
Angelo Bummer
Jennie Graham
Daniel Cearley

Student Services:

Michael Schwarz

Student Services Classified:

Danielle Donohoe- Absent

Members Present (non-voting):

Director of Research and Planning:

Rajinder Samra-Absent

Guests: Jake Massie-Student

Approved Minutes

1. Call to Order

Meeting called to order at 2:32pm

2. Review and Approval of Agenda (December 10th, 2018)

MOTION to APPROVE Agenda
MSC: Graham/Nash/APPROVED

3. Review and Approval of Minutes (November 26th, 2018)

MOTION to APPROVE Minutes from October 22nd, 2018
MSC: Nash/Graham/APPROVED

4. CLSO Review:

a. New Business:

- i. CIS 71A: Keyboarding (The Alphabet)
 - **CSLO-** Upon successful completion of CIS 71A, students will demonstrate a proficiency of 30 gwam on a 1-minute write with 1 or fewer errors.
 - **CSLO not Approved-** remove "A", write out "gwam" as intended for students
- ii. CNT 50: Introduction to Desktop Operating Systems
 - **CSLO-** Upon successful completion of CNT 50, students will be able to install and configure desktop operating systems.
 - **CSLO Approved-**
- iii. FST 50: Fire Protection Organization
 - **CSLOs- 1.)** Upon completion of FST 50, the student should be able to illustrate and explain the history and culture of the fire service. 2.) Upon completion of FST 50, the student should be able to analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior. 3.) Upon completion of FST 50, the student should be able to differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service. 4.) Upon completion of FST 50, the student should be able to list and describe the major organizations that provide emergency response service and illustrate how they interrelate. 5.) Upon completion of FST 50, the student should be able to identify fire protection and emergency-service careers in both the public and private sector. 6.) Upon completion of FST 50, the student should be able to define the role of national, State and local support organizations in fire and emergency services. 7.) Upon completion of FST 50, the student should be able to discuss and describe the scope, purpose, and organizational structure of fire and emergency services. 8.) Upon completion of FST 50, the student should be able to describe the common types of fire and emergency service facilities, equipment, and apparatus. 9.) Upon completion of FST 50, the student should be able to compare and contrast effective management concepts for various emergency situations. 10.) Upon completion of FST 50, the student should be able to identify the primary responsibilities of fire prevention personnel including, code enforcement, public information, and public and private protection systems. 11.) Upon completion of FST 50, the student should be able to recognize the components of career preparation and goal setting. 12.) Upon completion of FST 50, the student should be able to describe the importance of wellness and fitness as it relates to emergency services.
 - **CSLO Approved- 2nd-** add ",and" after reaction. 6th-make "state" lower case.

iv. FST 52: Firefighter Safety

- **CSLOs- 1.)** Upon completion of FST 52, the student should be able to define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility. 2.) Upon completion of FST 52, the student should be able to explain the need for enhancements of personal and organizational accountability for health and safety. 3.) Upon completion of FST 52, the student should be able to define how the concepts of risk management affect strategic and tactical decision-making. 4.) Upon completion of FST 52, the student should be able to describe and evaluate circumstances that might constitute an unsafe act. 5.) Upon completion of FST 52, the student should be able to explain the concept of empowering all emergency services personnel to stop unsafe acts. 6.) Upon completion of FST 52, the student should be able to validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications. 7.) Upon completion of FST 52, the student should be able to defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers. 8.) Upon completion of FST 52, the student should be able to explain the vital role of local departments in national research and data collection systems. 9.) Upon completion of FST 52, the student should be able to illustrate how technological advancements can produce higher levels of emergency services safety and survival. 10.) Upon completion of FST 52, the student should be able to explain the importance of investigating all near-misses, injuries and fatalities. 11.) Upon completion of FST 52, the student should be able to discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services. 12.) Upon completion of FST 52, the student should be able to describe how obtaining grants can support safety and survival initiatives. 13.) Upon completion of FST 52, the student should be able to formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries and deaths. 14.) Upon completion of FST 52, the student should be able to explain how the increase in violent incidents impacts safety for emergency services personnel when responding to emergency scenes. 15.) Upon completion of FST 52, the student should be able to recognize the need for counseling and psychological support for emergency services personnel, their families, as well as, identify access to local resources and services. 16.) Upon completion of FST 52, the student should be able to describe the importance of public education as a critical component of life safety programs. 17.) Upon completion of FST 52, the student should be able to discuss the importance of fire sprinklers and code enforcement. 18.) Upon completion of FST 52, the student should be able to explain the importance of safety in the design of apparatus and equipment.
 - **CSLO Approved**- 1st- add comma after “accountability”. 10th & 13th- add comma after “injuries”. 15th- add comma after “, personnel” and remove comma after “as well as”.

v. FST 53: Fire Behavior and Combustion

- **CSLOs- 1.)** Upon completion of FST 53, the student should be able to identify physical properties of the three states of matter. 2.) Upon completion of FST 53, the student should be able to categorize the components of fire. 3.) Upon completion of FST 53, the student should be able to explain the physical and chemical properties of fire. 4.) Upon completion of FST 53, the student should be able to describe and apply the process of burning. 5.) Upon completion of FST 53, the student should be able to define and use basic terms and concepts associated with the chemistry and dynamics of fire. 6.) Upon completion of FST 53, the student should be able to discuss various materials and their relationship to fires as fuel. 7.) Upon completion of FST 53, the student should be able to demonstrate knowledge of the characteristics of water as a fire suppression agent. 8.) Upon completion of FST 53, the student should be able to articulate other suppression agents and strategies. 9.) Upon completion of FST 53, the student should be able to compare other methods and techniques of fire extinguishments.
 - **CSLOs Approved**

vi. FST 54: Fire Prevention Technology

- **CSLOs- 1.)** Upon completion of FST 54, the student should be able to define the national fire problem and role of fire prevention. 2.) Upon completion of FST 54, the student should be able to identify and describe fire prevention organizations and associations. 3.) Upon completion of FST 54, the student should be able to define laws, rules, regulations, and codes and identify those relevant to fire prevention of the authority having jurisdiction. 4.) Upon completion of FST 54, the student should be able to define the functions of a fire prevention bureau. 5.) Upon completion of FST 54, the student should be able to describe inspection practices and procedures. 6.) Upon completion of FST 54, the student should be able to identify and describe the standards for professional qualifications for Fire Marshal, Plans Examiner, Fire Inspector, Fire and Life Safety Educator, and Fire Investigator. 7.) Upon completion of FST 54, the student should be able to list opportunities in professional development for fire prevention personnel. 8.) Upon completion of FST 54, the student should be able to describe the history and philosophy of fire prevention.
 - **CSLO Approved**

vii. FST 55: Fire Protection Equipment and Systems

- **CSLOs- 1.)** Upon completion of FST 55, the student should be able to explain the benefits of fire protection systems in various types of structures. 2.) Upon completion of FST 55, the student should be able to describe the basic elements of a public water supply system including sources, distribution networks, piping and hydrants. 3.) Upon completion of FST 55, the student should be able to explain why water is a commonly used extinguishing agent. 4.) Upon completion of FST 55, the student should be able to identify the different types and components of sprinkler, standpipe and foam systems. 5.) Upon completion of FST 55, the student should be able to review residential and commercial sprinkler legislation. 6.) Upon completion of FST 55, the student should be able to identify the different types of non-water based fire suppression systems. 7.) Upon completion of FST 55, the student should be able to explain the basic components of a fire alarm system. 8.) Upon completion of FST 55, the student should be able to identify the different types of detectors and explain how they detect fire. 9.) Upon completion of FST 55, the student should be able to describe the hazards of smoke and list the four factors that can influence smoke movement in a building. 10.) Upon completion of FST 55, the student should be able to discuss the appropriate application of fire protection systems. 11.) Upon completion of FST 55, the student should be able to explain the operation and appropriate application for the different types of portable fire protection systems.

- **CSLOs Approved-** 2nd- add comma after “piping”. 4th- add comma after “standpipe”

viii. FST 56: Building Construction for Fire Protection

- **CSLOs- 1.)** Upon completion of FST 56, the student should be able to describe building construction as it relates to firefighter safety, buildings codes, fire prevention, code inspection, firefighting strategy, and tactics. 2.) Upon completion of FST 56, the student should be able to classify major types of building construction in accordance with a local/model building code. 3.) Upon completion of FST 56, the student should be able to analyze the hazards and tactical considerations associated with the various types of building construction. 4.) Upon completion of FST 56, the student should be able to explain the different loads and stresses that are placed on a building and their interrelationships. 5.) Upon completion of FST 56, the student should be able to identify the function of each principle structural component in typical building design. 6.) Upon completion of FST 56, the student should be able to differentiate between fire resistance, flame spread, and describe the testing procedures used to establish ratings for each. 7.) Upon completion of FST 56, the student should be able to classify occupancy designations of the building code. 8.) Upon completion of FST 56, the student should be able to identify the indicators of potential structural failure as they relate to firefighter safety. 9.) Upon completion of FST 56, the student should be able to identify the role of GIS as it relates to building construction.

- **CSLOs Approved-** 6th- remove comma after “resistance” and replace with “and”

ix. GS 2: Global Issues

- **CSLOs- 1.)** Upon completion of GS 2, students will be able to describe how global issues are often narrowly understood in terms of a nation’s domestic interests but must also be understood transnationally. 2.) Upon completion of GS 2, students will be able to research and analyze the causes of a global issue, providing an assessment of the best ideas on how to solve it.

- **CSLO Approved**

b. Old Business:

x. MSCM 32C: Advanced Radio Production

- **CSLOs- 1.)** In Mass Communications 32C, students will lead production teams and mentor new students in producing live newsmagazine interview shows, producing pre-recorded news shows, managing station operations, and programming ads, PSAs, and new episodes. 2.) In Mass Communications 32C, students will develop skills in leading, giving direction, and mentoring new students to create at least one campus-wide live event produced by Radio Las Positas.

- **CSLO Not Approved-** CSLOs need to be rewritten to be outcomes of the course.

5. SAO Review:

a. Old Business:

i. A&R

- **SAO- 1.)** In order to improve student awareness of A&R services, A&R will increase the percentage of students who have heard of the Online Services Center. 2.) In order to assess the effectiveness of A&R services, A&R will expand the student data collection process.

- **SAO not Approved-** Change to “A&R” to “Admission & Records” to be clear for students.

6. Program Review: SLO/SAO Process and Suggestions

Ann Hight

The SLO Committee discussed common SLO themes in program review: 1.) eLumen in not user friendly despite trainings. 2.) Lack of department coordinator plan, communication regarding SLOs. 3.) Student Services is making progress in creating a meaningful SAO process. 4.) While some departments presented their data very well others are still struggling.

There needs to be more discussion around whether using SLOs for Learning Communities is meaningful enough like Puente has suggested, rather than using SAOs. Perhaps this is an opportunity to disaggregate data and instead of SAOs focus on reflections.

Will solicit any division feedback at the January 16th division meetings. The SLO Committee will meet on January 14th to discuss changes to next year's program review template. We will need to rewrite some sections to focus on the holistic process and next steps using data.

7. **Administrative Update**- None

8. **SLO/SAO Liaison Report**

Mike Schwarz/ Angelo Bummer

Mike Schwarz stated that he is continuing to meet with SAO Coordinators who are progressing in making SAOs meaningful.

9. **Good of the Order: None**

10. **Adjournment** at 3:56pm

11. **Next Regular Meeting** (Monday, January 14th, 2018)