



## 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- Absent

### **Administrators:**

Amir Law- Absent

### **Faculty:**

Marty Nash

Angelo Bummer

Jennie Graham

Daniel Cearley- Absent

Robin Rehagen

### **Student Services:**

Michael Schwarz- Absent

### **Student Services Classified:**

Danielle Donohoe

**Students:** Jake Massie, Hariel Colcol

**Guest:** John Ruys

### **Members Present (non-voting):**

### **Director of Research and Planning:**

Rajinder Samra-Absent

## Approved Minutes

### 1. Call to Order

Meeting called to order at 2:39 pm

### 2. Review and Approval of Modified Agenda (April 8<sup>th</sup>, 2019)

MOTION to APPROVE Agenda

MSC: Rehagen/Bummer/APPROVED

### 3. Review and Approval of Minutes (March 11<sup>th</sup>, 2019)

MOTION to APPROVE Minutes from March 11<sup>th</sup>, 2019

MSC: Rehagen/Bummer/APPROVED – 1 Abstention

### 4. Open Entry/ Open Exit Courses

Jin Tsubota

TUTR 200 is a noncredit course that enrolls all students who receive tutoring at the tutorial center (approx. 600-1000 students yearly). These students are difficult to assess, as there may not be direct interaction and they may only attend one tutoring session. Survey response rate is low at 2-5%. SLO committee recommended working on increasing response rates. They also recommended either using SLO data to feed up to the SAOs for the Tutorial Program or have the same CSLOs for TUTR 200 as the SAOs for the Tutorial Program. Perhaps have an extra SAO for the tutorial program to capture any information outside of TUTR 200.

### 5. CSLO Review

#### a. Modified SLOs:

##### i. THEA 57B: Performance in Production – Beginning Musical Theater

- **CSLOs-** 1.) Upon completion of THEA 57B, students should be able to create a character analysis in writing in preparation for live performance.

- **CSLOs Approved**

#### b. New Business:

##### i. HLTH 7: Introduction to Public Health

- **CSLO-** 1.) Upon completion of Health 7, students will be able to communicate health information to wide range of audiences through an array of media. 2.) Upon completion of Health 7, students will be able to define public health and related roles and responsibilities of government, non-governmental organizations, and private organizations. 3.) Upon completion of Health 7, students will be able to describe the core functions and essential services of public health. 4.) Upon completion of Health 7, students will be able to discuss the multiple determinants of health. 5.) Upon completion of Health 7, students will be able to identify and utilize credible sources of health data and information. 6.) Upon completion of Health 7, students will be able to recognize the impact of policies, laws, and legislation on both individual and population health. 7.) Upon completion of Health 7, students will be able to recognize the importance of key events, studies, and milestones in the history and development of the field of public health.
- **CSLOs Approved-** 1<sup>st</sup> CSLO add "a" before "wide range". Concern that seven CSLOs is too many. Angelo Bummer will reach out to Lisa Everett to discuss.

- ii. INTD 40: Computer Aided Design
  - **CSLOs-** 1.) Upon completion of Interior Design 40, a student should execute a conception plan into the computer program from drawing, furnishing, and accessorizing to final print and presentation of full plans including 3D visual prints and animation. 2.) Upon completion of Interior Design 40, the student should be able to demonstrate the technical ability to create, design, and produce a floorplan using computer operations. 3.) Upon completion of Interior Design 40, the students the student should be able to use dimensions and measuring by the use of the computer program so that scale is achieved.
    - **CSLOs Not Approved-** CSLOs are too detailed and require further refining. Angelo Bummer will reach out to Jill Hornbeck to discuss.
- iii. KIN 14: Responding to Emergencies
  - **CSLOs-** Upon completion of KIN14, the student should be able to demonstrate cardiopulmonary resuscitation and the use of an AED.
    - **CSLO Approved**
- iv. KIN 18A: Athletic Training and Sports Medicine
  - **CSLOs-** 1.) Upon completion of KIN18A, the student should be able to demonstrate techniques in passive stretching. 2.) Upon completion of KIN18A, the student should be able to exhibit proficiency in the correct use of therapeutic modalities. 3.) Upon completion of KIN18A, the student should be able to illustrate appropriate taping techniques for joint stability and prevention of injuries.
    - **CSLOs Approved**
- v. KIN 19: Care and Prevention of Athletic Injuries
  - **CSLOs-** 1.) Upon completion of KIN19, the student should be able to demonstration and application of therapeutic modalities. 2.) Upon completion of KIN19, the student should be able to describe the evaluation and diagnosis of injury conditions. 3.) Upon completion of KIN19, the student should be able to evaluate techniques for common athletic injuries.
    - **CSLOs not Approved-** Suggestions: 1.) Upon completion of KIN19, the student should be able to apply therapeutic modalities. 2.) Upon completion of KIN19, the student should be able to evaluate and diagnose injury conditions. 3.) Missing Treating or Preventing after "For"
- vi. KIN AFG: Aerobic Fitness Gym
  - **CSLOs-** 1.) Upon completion of KINAFG, the student should be able to define an individual's aerobic capacity and how it is measured (Max VO2 uptake). 2.) Upon completion of KINAFG, the student should be able to evaluate exercise intensity by using their personal heart rate response. 3.) Upon completion of KINAFG, the student should be able to perform controlled footwork, including advance, retreat, and lunge.
    - **CSLOs Approved, Except CSLO #1-** Is "(Max VO2 uptake)" necessary?
- vii. KIN FNE2: Fencing – Epee 2
  - **CSLOs-** Upon completion of KINFNE2, the student should be able to perform controlled footwork, including advance, retreat, and lunge.
    - **CSLO Approved**
- viii. KIN TK3: Tae Kwon Do 3
  - **CSLOs-** 1.) Upon completion of KINTK3, the student should be able to demonstrate sufficient knowledge regarding the traditional philosophy of Taekwondo, emphasizing respect towards masters and senior ranks, discipline and self-control in certain situations, and deep-rooted connections between Korean culture and the martial art. 2.) Upon completion of KINTK3, the student should be able to demonstrate various "Poomsae" in a series of systematic movements set in pattern which are necessary for defense and attack. 3.) Upon completion of KINTK3, the student should be able to show mastery of fundamental kicking and hand techniques that are based on Olympic-style Taekwondo.
    - **CSLOs Approved-** CSLO #1 Taekwondo capitalization.\_CSLO #2 add comma after pattern.
- ix. MKTG 56: Retail Strategies
  - **CSLOs-** 1.) Upon completion of Marketing 56, the students will be able to compare the tools and techniques used to create and enhance profitable customer service experiences in the traditional and digital sales environment. 2.) Upon completion of Marketing 56, students will be able to apply customer service principles to retain and grow customer loyalty through recognized consistent systematic improvement processes and use of social

media. 3.) Upon completion of Marketing 56, students will be able to create effective online marketing strategies and campaigns, and employ free web analytics tools to track and measure success. 4.) Upon completion of Marketing 56, the students will be able to apply customer service principles to retain and grow customer loyalty through recognized consistent systematic improvement processes and use of social media.

- **CSLOs Approved, except CSLO #3-** add “the” before students
- x. SPAN 1A: Beginning Spanish
  - **CSLOs-** 1.) Upon completion of SPAN 1A, the student will be able to communicate in writing in real-life situations using first semester concepts. 2.) Upon completion of SPAN 1A, the student will be able to communicate orally in real-life situations using first semester concepts in an oral interview.
  - **CSLOs Approved-**
- xi. THEA 5: Theater for Young Audiences
  - **CSLOs-** 1.) Upon completion of THEA 5, students should be able to apply various skills to create a children's show, in areas such as performance, costumes, props, audio effects, set building, stage managing, or public relations. 2.) Upon completion of THEA 5, students should be able to articulate the history of children's theater and its role in society to performance and written work. 3.) Upon completion of THEA 5, students should be able to evaluate and analyze a script for rehearsal and performance. 4.) Upon completion of THEA 5, students should be able to perform a scene utilizing specific techniques of acting and stagecraft that are unique to theater for young audiences.
    - **CSLOs Approved, except CSLO #2-** Suggested change- “to performance and writing work” → “both in terms performance and written work”
- xii. THEA 57C: Performance in Production – Advanced Musical Theater
  - **CSLOs-** Upon completion of THEA 57C, students should be able to research, practice, and prepare a series of personal physical and vocal warm-ups.
    - **CSLO Approved**

## 6. PSLO Review

### a. New PSLOs:

- i. ESL College Grammar Pathway Certificate of Competency
  - **PSLOs-** 1.) Upon completion of the Certificate of Competency in ESL College Grammar Pathway, students should be able to use foundational grammar, including all verb tenses and types of sentences. 2.) Upon completion of the Certificate of Competency in ESL College Grammar Pathway, students should be able to use academic vocabulary, including parts of speech, at the intermediate level. 3.) Upon completion of the Certificate of Competency in ESL College Grammar Pathway, students should be able to analyze grammatical content in written discourse for comprehension. 4.) Upon completion of the Certificate of Competency in ESL College Grammar Pathway, students should be able to apply grammatical concepts in writing. 5.) Upon completion of the Certificate of Competency in ESL College Grammar Pathway, students should be able to matriculate into credit, transfer level ESL courses.
    - **PSLOs Approved-** Add dash in “transfer-level”
- ii. ESL College Reading and Writing Pathway Certificate of Competency
  - **PSLOs-** 1.) Upon completion of the Certificate of Competency in ESL College Reading and Writing Pathway, students should be able to comprehend a variety of authentic reading materials at the intermediate level. 2.) Upon completion of the Certificate of Competency in ESL College Reading and Writing Pathway, students should be able to write paragraphs and essays with control of organization, development and language at the intermediate level. 3.) Upon completion of the Certificate of Competency in ESL College Reading and Writing Pathway, students should be able to use foundational grammar, including all verb tenses and types of sentences. 4.) Upon completion of the Certificate of Competency in ESL College Reading and Writing Pathway, students should be able to utilize a variety of study skills and strategies for language acquisition. 5.) Upon completion of the Certificate of Competency in ESL College Reading and Writing Pathway, students should be able to matriculate into credit, transfer level ESL courses.
    - **PSLOs Approved-** Add dash in “transfer-level”

## 7. SAO Review

### a. New SAOs:

- i. Umoja
  - **SAOs- 1.)** Students who complete at least one Umoja course per semester for two consecutive semesters will return for the following semester.
    - **SAOs Not Approved-** Is this different than the data already collected by Institutional Research. SAOs should allow departments to measure something for which there is not currently data. Have we already set a precedent? Will discuss when Mike Schwarz is present.
- ii. Financial Aid
  - **SAOs- 1.)** As a result of changes in financial aid delivery, including outreach efforts, processes, policies, and incorporation of new technology, the number of financial aid applicants will increase. **2.)** As a result of changes in financial aid delivery, including outreach efforts, processes, policies, and incorporation of new technology, the number of Pell Grant and Fee Waiver recipients will increase.
    - **SAOs Approved-** Questions regarding the use of “delivery”. However, if it is understood by the department and for internal use only, it is ok.

## 8. eLumen Alternatives

**Robin Rehagen**

Robin Rehagen explained her excel sheet alternative to eLumen. It was well received by the committee, however there were some concerns about small departments being run by adjuncts and the extras work added to discipline coordinators for large departments. There was discussion of using this with either Banner or Canvas data in order to disaggregate the data. Also, there was also discussion of using exemplar courses for evaluation of ISLOs (currently utilizing graduation surveys). Further discussion is needed on how SLO/PSLO/SAOs will be submitted to the SLO Committee and housed.

## 9. TABLED- Program Review

**Ann Hight**

## 10. Accreditation Data Needed to Meet Standard

**John Ruys**

John Ruys stated that Karin Spirn had asked if Discipline Coordinators should count the data for their departments for accreditation. This will most likely lead to errors, especially in smaller departments. We have asked the eLumen tech team to provide the needed number for accreditation at the beginning of August to provide faculty as much time as possible to enter data.

## 11. SLO/SAO Liaison Report

**Angelo Bummer**

Angelo Bummer clarified that he should be advising adjuncts that they cannot create their own assessments in eLumen, instead they need to be planned by their discipline coordinator. This will most likely hinder some data from being entered.

## 12. Good of the Order: None

## 13. Adjournment at 4:23pm

## 14. Next Regular Meeting (Monday, April 22<sup>nd</sup>, 2019)