



Approved Minutes

1. Call to Order

Meeting called to order 2:31pm

2. Review and Approval of Agenda (April 27th, 2020)

MOTION to APPROVE Amended Agenda

MSC: Cearley/Graham /APPROVED

Amendment: TABLED- 3 Year Assessment Cycle

3. Review and Approval of Minutes (April 13th, 2020)

MOTION to APPROVE Amended Minutes from April 13th, 2020

MSC: Graham/Cearley/APPROVED

Amendment: Small Typo Corrections

4. Public Comments (This time is reserved for members of the public to address the SLO Committee. Please limit comments to three minutes. In accordance with the Brown Act, the SLO Committee cannot act on these items.)

5. Program Review

Ann Hight

Ann Hight reviewed the Fall 2020 SLO questions for Program Review with the committee and Karin Spirn. Please see the appendix attached. Small alterations were made to include departments that do not have PSLOs, only CSLOs. Additional language was requested to add context that program review is only looking for only a snapshot of each program and to include the language of “closing the loop.” The questions will be revised and sent back to the Program Review Committee.

6. TABLED- 3-Year Assessment Cycle

Ann Hight

7. CSLO Review

a. New Business

i. ECE 80A: CA Preschool Foundations: Health- Approved w/ Changes

- Upon completion of ECE 80A, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
- Upon completion of ECE 80A, the student should be able to plan environments and experiences related to the development of healthy habits, personal safety, and nutrition, based on the observation of children in classroom settings.
- Upon completion of ECE 80A, the student should be able to articulate the teacher’s role in collaboration with families to support the development of healthy habits in young children.

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

- ❖ Implement the integration of all ACCJC standards throughout campus structure and processes.
- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

SLO Committee:

Members Present (voting):

Chair: Ann Hight

Administrators:

Kristina Whalen

Stuart McElderry

Faculty:

Sue Cumbo

Angelo Bummer

Jennie Graham

Daniel Cearley

Robin Rehagen

Student Services:

Michael Schwarz

Classified:

Madeline Wiest

Members Present (non-voting):

Director of Research and Planning:

Rajinder Samra-Absent

Guests:

Karin Spirn

Sebastian Wong

- ii. ECE 80B: CA Preschool Foundations: Social and Emotional- **Approved w/ Changes**
 - Upon completion of ECE 80B, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children, and their relationship to the Desired Results Developmental Profile (DRDP).
 - Upon completion of ECE 80B, the student should be able to plan environments and experiences, based on observation of children, to support children's development of self-regulation and social skills.
 - Upon completion of ECE 80B, the student should be able to describe how teachers can collaborate with parents and other caregivers to support children's social and emotional development.
- iii. ECE 80C: CA Preschool Foundations: Language and Literacy - **Approved w/ Changes**
 - Upon completion of ECE 80C, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental **Profile** (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
 - Upon completion of ECE 80C, the student should be able to plan environments and experiences, based on observation of children, to support children's language and literacy development.
 - Upon completion of ECE 80C, the student should be able to describe how teachers can collaborate with parents and other caregivers to support children's language and literacy development.
- iv. ECE 80D: CA Preschool Foundations: English Language Development- **Approved w/ Changes**
 - Upon completion of ECE 80D, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
 - Upon completion of ECE 80D, the student should be able to plan environments and experiences, based on observation of children, to support children's English language development.
 - Upon completion of ECE 80D, the student should be able to describe how teachers can collaborate with parents and other caregivers to support children's English language development.
- v. ECE 80E: CA Preschool Foundations: History/Social Sciences - **Approved w/ Changes**
 - Upon completion of ECE 80E, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental **Profile** (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
 - Upon completion of ECE 80E, the student should be able to plan environments and experiences to support children's concept development in the areas of history and social science.
 - Upon completion of ECE 80E, the student should be able to describe how teachers can collaborate with parents and other caregivers to provide meaningful history and social studies learning experiences for young children.
- vi. ECE 80F: CA Preschool Foundations: Math - **Approved w/ Changes**
 - Upon completion of ECE 80F, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental **Profile** (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
 - Upon completion of ECE 80F, the student should be able to plan environments and experiences to support mathematical learning, based on the observation of children in classroom settings.
 - Upon completion of ECE 80F, the student should be able to articulate the teacher's role in collaborating with families to support children's mathematical learning.

- vii. ECE 80G: CA Preschool Foundations: Science- **Approved w/ Changes**
 - Upon completion of ECE 80G, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental **Profile** (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
 - Upon completion of ECE 80G, the student should be able to plan environments and experiences, based on observation of children, to support children's development of scientific concepts.
 - Upon completion of ECE 80G, the student should be able to describe how teachers can collaborate with parents and other caregivers to support children's understanding of scientific concepts.
- viii. ECE 80H: CA Preschool Foundations: Visual Arts- **Approved**
 - Upon completion of ECE 80H, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
 - Upon completion of ECE 80H, the student should be able to plan environments and experiences, based on observation of children, to support children's development of visual arts skills.
 - Upon completion of ECE 80H, the student should be able to describe how teachers can collaborate with parents and other caregivers to support children's development of artistic skills.
- ix. ECE 80I: CA Preschool Foundations: Physical Education- **Approved**
 - Upon completion of ECE 80I, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
 - Upon completion of ECE 80I, the student should be able to plan environments and opportunities to support physical development, based on the observation of children in classroom settings.
 - Upon completion of ECE 80I, the student should be able to articulate the teacher's role in collaborating with families to support children's physical development.
- x. ECE 80J: CA Preschool Foundations: Performing Arts - **Approved**
 - Upon completion of ECE 80J, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
 - Upon completion of ECE 80J, the student should be able to plan environments and opportunities to support children's development of appreciation of the arts including opportunities to express themselves through music, dance, and dramatic play.
 - Upon completion of ECE 80J, the student should be able to articulate the teacher's role in collaborating with families to support children's art awareness and expression.
- xi. FST 11C: Standalone Firefighter I Skills Practice and Testing- **Approved w/ Changes**
 - Upon completion of FST 11C, the student should be able to identify and apply concepts and skills found in the **current** Firefighter I ~~2019~~ curriculum in the state of California and outside of California with those states that offer reciprocity.
- xii. FST 12A: LPC- Regional Fire Academy- Firefighter 1A Structure Module- **Approved**
 - Upon completion of FST 12A, the student should be able to identify, respond to, and mitigate an incident involving fire inside a structure.
- xiii. FST 12B: LPC- Regional Fire Academy/FF1B Hazmat/WMD Module- **Approved**

- Upon completion of FST 12B, the student should be able to identify, respond to, and mitigate an emergency involving hazardous materials.
- xiv. FST 12C: LPC-Regional Fire Academy/Firefighter 1C Wildland Module- **Approved**
 - Upon completion of FST 12C, the student should be able to identify, respond to, and mitigate an incident involving fires along the wildland-urban interface.
- xv. FST 13: LPC Regional Fire Academy-Firefighter 2 Module- **Approved w/ Changes**
 - Upon completion of FST 13, the student should be able to identify and apply concepts and skills found in the **current** Firefighter II ~~2019~~ curriculum in the state of California and outside of California with those states that offer reciprocity.
- xvi. FST 21: CO 2B General Administrative Functions for Company Officers- **Approved w/ Changes**
 - Upon completion of FST 21, the student should be able to develop a policy or procedure that **identifies a** ~~the~~ problem and proposes a solution.
 - Upon completion of FST 21, the student should be able to explain the process ~~to~~ **for** resolveing community and citizen complaints or concerns.
- xvii. FST 22: CO 2C Fire Inspections and Investigation for Company Officers- **Approved w/ Changes**
 - Upon completion of FST 22, the student should be able to explain the policies and procedures ~~to~~ **for** **conducting** fire inspections in commercial, residential, and hazardous material occupancies.
 - Upon completion of FST 22, the student should be able to distinguish the differences between a suspected incendiary, ~~or~~ **and** an accidental fire.
- xviii. FST 23: CO 2D All-Risk Command Operations for Company Officers- **Approved w/ Changes**
 - Upon completion of FST 23, the student should be able to develop and implement **an** incident action plan for a simulated emergency scene.
 - Upon completion of FST 23, the student should be able to develop, implement and assess an after-action review plan.
- xix. FST 24: CO 2E Wildland Incident Operations for Company Officers - **Approved w/ Changes**
 - Upon completion of FST 24, the student should be able to develop and implement **an** incident action plan for a simulated wildland fire or a wildland-urban interface scene.
 - Upon completion of FST 24, the student should be able to analyze and explain incident needs in accordance with agency policies and procedures.
- xx. FST 25: Instructor I- **Approved**
 - Upon completion of FST 25, the student should be able to develop, present, and assess a lecture in fire service technology.
 - Upon completion of FST 25, the student should be able to explain the technological needs and requirements of a fire service technology program.
- xxi. FST 30: Basic Firefighter Skills and Update- **Approved w/ Changes**
 - Upon completion of FST 30, the student should be able to demonstrate and show proficiency in the **current** ~~latest~~ Firefighter I curriculum skills **and education**.
- xxii. FST 31: Intermediate Firefighter Skills and Update- **Approved w/ Changes**
 - Upon completion of FST 31, the student should be able to explain and implement fire suppression techniques **for** ~~of~~ various materials.
- xxiii. FST 32: Advanced Hazmat and Wildland Training for Firefighters - **Approved**
 - Upon completion of FST 32, the student should be able to explain proper wildland fire suppression techniques.

- Upon completion of FST 32, the student should be able to explain proper hazmat materials containment and mitigation techniques.
- xxiv. MATH 156: Geometry- **Approved w/ Changes**
 - Upon completion of MATH 156, a student should be able to ~~construct a proof prove lines are parallel.~~
 - Upon completion of MATH 156, a student should be able to solve ~~right~~ triangles.
- xxv. NMAT 256: Geometry- **Approved w/ Changes**
 - Upon completion of NMAT 256, a student should be able to ~~construct a proof prove lines are parallel.~~
 - Upon completion of NMAT 256, a student should be able to solve ~~right~~ triangles.
- xxvi. POLI 26: Introduction to Gender, Sexuality, and Politics – **Approved w/ Changes**
 - Upon completion of POLI 26, a student should be able to assess the importance of studying the role of gender and sexuality in American and global politics.
 - Upon completion of POLI 26, a student should be able to identify and critically analyze the major theoretical perspectives that conceptualize gender and sexuality in politics.
 - Upon completion of POLI 26, a student should be able to identify and examine significant historical periods and events relating to politics and gender, including the contemporary political barriers confronting ~~cis-gendered~~ women and gender, as well as ~~and~~ sexual minorities in politics.
 - Upon completion of POLI 26, a student should be able to compare and contrast ~~the strategies, tactics, and methods employed the work of~~ organizing politically around issues of gender and sexuality,

8. Reports

a. Chair's Report

Ann Hight

Ann Hight stated that she worked with Karin Spirn on the program review questions. The changes we made will be brought to the Program Review Committee for review, and they will let us know if they have any questions. She has been working with Kristina Whalen on the three-year assessment cycle; however, it is not yet complete.

b. Administrative Report

Kristina Whalen/Stuart McElderry

Kristina Whalen hopes that the SLO Committee members will join the accreditation training this Thursday.

9. Good of the Order: None

10. Adjournment at 3:46 pm

11. Next Regular Meeting (Monday, May 11th, 2020)

B. SLOs (Instructional Programs) [SLO Committee]:

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc. The intent is for this section to be useful for reflection to develop best practices for teaching and student learning.

In this section, describe your plan for SLO assessment data to be collected, analyzed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

B1. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

B2. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B3. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of this analysis will be part of next year's Program Review.

C. SAOs (Non-Instructional Programs) [SLO Committee]:

Please select one SAO to focus on. This SAO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

C1. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

C2. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

C3. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of this analysis will be part of next year's Program Review.