



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:

Ann Hight (Chair)

Kristina Whalen

John Rosen

Jennie Graham

Robin Rehagen

Madeline Wiest

Kimberly Tomlinson

Sue Cumbo

Stuart McElderry

Approved Amended Agenda

1. Call to Order
2. Review and Approval of Agenda (August 24th, 2020)
3. Review and Approval of Minutes (May 11th, 2020)
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
6. SLO assessments during remote teaching Ann Hight
7. Credit for Prior Learning & SLOs Kristina Whalen
8. Reports
 - a. Chair's Report Ann Hight
 - b. Administrative Report Kristina Whalen
9. CSLO Review
 - a. CHEM 1A: GENERAL COLLEGE CHEMISTRY I
 - i. Upon completion of CHEM 1A, students should be able to analyze nature at the atomic scale by applying the concepts of atomic and molecular structure, conservation of energy, chemical equations, bonding models, states of matter, solutions, chemical equilibrium, and gas laws.
 - ii. Upon completion of CHEM 1A, students should be able to apply the scientific method to laboratory experiments.
 - iii. Upon completion of CHEM 1A, students should be able to succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.
 - b. CHEM 1B: GENERAL COLLEGE CHEMISTRY II
 - i. Upon completion of CHEM 1B, students should be able to analyze nature at the atomic scale by applying the concepts of kinetics, equilibrium, thermodynamics, electrochemistry, nuclear chemistry, inorganic chemistry, and introductory organic chemistry.
 - ii. Upon completion of CHEM 1B, students should be able to apply the scientific method to laboratory experiments.
 - iii. Upon completion of CHEM 1B, students should be able to succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.

- c. CHEM 12A: ORGANIC CHEMISTRY I
 - i. Upon completion of CHEM 12A, students should be able to analyze the nature of organic molecules by applying the concepts of nomenclature, structure, physical properties, synthesis, and reaction mechanisms.
 - ii. Upon completion of CHEM 12A, students should be able to apply the scientific method to laboratory experiments.
 - iii. Upon completion of CHEM 12A, students should be able to succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.
- d. CHEM 12B: ORGANIC CHEMISTRY II
 - i. Upon completion of CHEM 12B, students should be able to analyze the nature of organic molecules by applying the concepts of nomenclature, structure, physical properties, synthesis, and reaction mechanisms.
 - ii. Upon completion of CHEM 12B, students should be able to apply the scientific method to laboratory experiments.
 - iii. Upon completion of CHEM 12B, students should be able to succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.
- e. CHEM 30A: A INTRO AND APPLIED CHEMISTRY I
 - i. Upon completion of CHEM 30A, students should be able to analyze nature at the atomic scale by applying the concepts of atomic and molecular structure, chemical equations, solution composition, gas laws, and nuclear chemistry.
 - ii. Upon completion of CHEM 30A, students should be able to apply the scientific method to laboratory experiments.
 - iii. Upon completion of CHEM 30A, students should be able to succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.
- f. CHEM 30B: A INTRO AND APPLIED CHEMISTRY I
 - i. Upon completion of CHEM 30B, students should be able to analyze nature at the molecular scale by using the characteristics of biological macromolecules and assessing the implications of chemical properties within biological systems.
 - ii. Upon completion of CHEM 30B, students should be able to apply the scientific method to laboratory experiments.
 - iii. Upon completion of CHEM 30B, students should be able to succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.
- g. CHEM 31: INTRO TO COLLEGE CHEMISTRY

- i. Upon completion of CHEM 31, students should be able to analyze nature at the atomic scale by applying the concepts of atomic and molecular structure, conservation of energy, chemical equations, and gas laws.
 - ii. Upon completion of CHEM 31, students should be able to apply the scientific method to laboratory experiments.
 - iii. Upon completion of CHEM 31, students should be able to succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.
 - h. PCN 50L: FIELDWORK SEMINAR: SOCIAL WORK AND HUMAN SERVICES
 - i. Upon completion of PCN 50L, the student should be able to write a self-analysis essay about development of work skills and achievement of learning objectives.
 - ii. Upon completion of PCN 50L, the student should be able to describe professional work skills in the workplace.
 - i. TUTOR 17A: TUTORING THEORY AND PRACTICE I
 - i. Upon completion of TUTOR 17A, the student should be able to describe essential components of the beginning, middle, and end of a tutoring session.
 - ii. Upon completion of TUTOR 17A, the student should be able to evaluate their implementation of key components of a tutoring session.
 - j. TUTOR 17B: TUTORING THEORY AND PRACTICE II
 - i. Upon completion of TUTOR 17B, the student should be able to evaluate their ability to explicitly teach metacognitive learning strategies.
 - ii. Upon completion of TUTOR 17B, the student should be able to evaluate their use of active listening strategies to become aware of students' learning processes.
 - k. TUTOR 17C: TUTORING THEORY AND PRACTICE III
 - i. Upon completion of TUTOR 17C, the student should be able to evaluate their use of scaffolding and Socratic Method to teach hidden curriculum topics.
 - ii. Upon completion of TUTOR 17C, the student should be able to explain how learning theories impact their approach to tutoring
10. Good of the Order
 11. Adjournment
 12. Next Regular Meeting (Monday, September 14th, 2020)