



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- Absent

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

Approved Minutes

1. Call to Order

Meeting called to order 2:30pm

2. Review and Approval of Amended Agenda (May 11th, 2020)

MOTION to APPROVE Amended Agenda

MSC: Graham/Cumbo/APPROVED

Amendment: Added History & Humanities SLOs

MOTION to MOVE #7B Administrative Report to #6

MSC: Hight/Rehagen/APPROVED

3. Review and Approval of Minutes (April 27th, 2020)

MOTION to APPROVE Minutes from April 27th, 2020

MSC: Schwarz/Bummer/APPROVED

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 updated Fall 2020 SLO questions for Program Review with the committee based on the changes suggested at the last meeting: adding context, language around "closing the loop", and departments that only have CSLOs (no PSLOs) or a strong rationale around focusing on a single CSLOs. Small additional wording changes were made. Ann Hight will present the questions on Wednesday to the Program Review Committee.

6. Administrative Report

Kristina Whalen

Kristina Whalen acknowledged the committee for their dedication in this changing environment. She thanked everyone who attended the accreditation training. There is release time for the SLO Chair or any SLO committee member who would like to join the Accreditation Steering Committee as the SLO expert. Please let me know if you are interested.

7. CSLO Review

a. New Business

i. HIST 3: World History to 1500- Approved w/ Changes

- Upon completion of HIST 3, students will be able to explain the historical developments and practices of major belief systems.
- Upon completion of HIST 3, students will be able to explain political, economic, social, and cultural developments across natural, regional, and cultural boundaries.
- Upon completion of HIST 3, students will be able to explain the impact humans have had on ~~the~~ of the world's physical and natural environment.

- Upon completion of HIST 3, students will be able to explain ~~the~~ major discoveries and developments in technology, science, art, architecture, and literature.
 - Upon completion of HIST 3, students will be able to ~~compose an argument by using and interpreting~~ ~~interpret~~ primary and secondary sources ~~and to compose an argument which uses them, as appropriate,~~ for support.
- ii. HIST 4: World History since 1500- **Approved w/ Changes**
- Upon completion of HIST 4, students will be able to explain political, economic, social, cultural, and environmental developments across natural, regional and cultural boundaries.
 - Upon completion of HIST 4, students will be able to explain the history of modern world civilizations through analytical categories of race, class, gender, ethnicity, and nationality.
 - Upon completion of HIST 4, students will be able to identify the ways trade, migration, warfare, ~~and~~ cultural and biological exchange affect human groups from 1500 C.E. to the present.
 - Upon completion of HIST 4, students will be able to interpret primary and secondary sources and to ~~compose an argument by using and interpreting~~ ~~interpret~~ primary and secondary sources ~~and to compose an argument which uses them, as appropriate,~~ for support.
- iii. HUMN 2: Introduction to Film Studies- **Approved w/ Changes- Further clarification requested regarding #1 SLO- Should be two SLOs?**
- Upon completion of HUMN 2, the student should be able to ~~explain what~~ ~~define~~ the academic discipline of Film Studies ~~is~~ and ~~analyze films using~~ the major approaches of Film Theory.
 - Upon completion of HUMN 2, the student should be able to compare and contrast major film types and film genres.
 - Upon completion of HUMN 2, the student should be able to analyze films in terms of their formal elements, e.g. narrative structure, mise-en-scene, cinematography, editing, and sound.
 - Upon completion of HUMN 2, the student should be able to describe the evolution of cinema as an art form and a business, referencing the major film styles and industries in film history.
- iv. HUMN 11: Culture and Arts I: Ancient World to Renaissance- **Approved w/ Changes- Further clarification requested regarding #1 SLO: "Approach of the humanities"**.
- Upon completion of HUMN 11, the student should be able to explain the approach of the Humanities and use it to analyze works of art from different artistic media in terms of both form and content.
 - Upon completion of HUMN 11, the student should be able to reconstruct a basic historical timeline of major artistic, cultural, religious, and philosophical movements from the Ancient World to the 15th century.
 - Upon completion of HUMN 11, the student should be able to discuss the impact of important Western and non-Western cultural and artistic developments on the global humanities.
- v. HUMN 12: Culture and the Arts II: The Modern World- **Approved w/ Changes- Further clarification requested regarding #1 SLO: "Approach of the humanities"**.
- Upon completion of HUMN 12, the student should be able to explain the approach of the Humanities and use it to analyze works of art from different artistic media in terms of both form and content.
 - Upon completion of HUMN 12, the student should be able to reconstruct a basic historical timeline of major artistic, cultural, religious, and philosophical movements from the 15th century to the present.
 - Upon completion of HUMN 12, the student should be able to discuss the impact of important Western and non-Western cultural and artistic developments on the global humanities.
- vi. THEA 56: Acting for the Camera I- **Approved - Further clarification requested regarding #2 SLO: "demonstrate an understanding"**.

- Upon completion of THEA 56, the student should be able to apply fundamental techniques of voice, movement, and the actor's craft adjusted to on-camera requirements.
- Upon completion of THEA 56, the student should be able to demonstrate an understanding of the vocabulary and expectations of an actor on a set. (clarify what meant by demonstrate)
- Upon completion of THEA 56, the student should be able to produce an effective online audition for casting, self-promotion, and social-media broadcasting.

8. Reports

a. Chair's Report

Ann Hight

Ann Hight stated that over the summer she will be working on the SLO Handbook and language around the three-year assessment cycle and expectations. She thanked SLO Committee for all of their hard work this semester.

9. **Good of the Order:** There was concern from the committee that by not requiring SLO assessment this semester, faculty will get out of the habit of entering SLO data. It was discussed that when sending reminders to your departments regarding end of semester assessment data, stress that it is optional this semester, but meaningful data collection and discussion is still vital.
10. **Adjournment** at 3:40 pm
11. **Next Regular Meeting** (Monday, August 24th, 2020)

Appendix

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.