



## 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

## Approved Amended Minutes

### 1. Call to Order

Meeting called to order 2:30pm

### 2. Review and Approval of Agenda (April 13th, 2020)

MOTION to APPROVE Agenda

MSC: Rehagen/Graham/APPROVED

### 3. Review and Approval of Minutes (March 9<sup>th</sup>, 2020)

MOTION to APPROVE Minutes from February 24<sup>th</sup>, 2020

MSC: Graham/Rehagen/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. SLOs during Spring 2020

**Ann Hight**

Per the Academic Senate, SLO Assessment will be optional this semester. SLO Coordinators can refocus on finishing their SLO planning assessment templates and revising them to account if they will not be assessing this semester. Once completed, the templates will be posted by Madeline Wiest to the SLO Committee website. Ann Hight asked the committee members to get on their division meeting agendas to present this update. She will be a resource for the SLO Coordinators who need assistance completing the template. There was concern that the template requires departmental collaboration and time that currently might not be feasible. After the Flex Day sessions, LPC went directly into shelter in place and many faculty have not had time to work on their templates. Sample completed templates will be added to the SLO website.

### 6. CSLO Review

#### a. New Business

#### i. ANTR 12: Magic/Religion/Witchcraft/Healing- *Approved w/ Changes below*

1. Upon completion of ANTR ~~126~~, students will be able to analyze cross-cultural notions of gender **and** gender roles from a variety of anthropological and theoretical perspectives.
2. Upon completion of ANTR ~~126~~, students will be able to deconstruct the biological concept of "sex."
3. Upon completion of ANTR ~~126~~, students will be able to describe and demonstrate how the relationship between sex, gender and culture has social consequences.

#### ii. BIO 2A: Bioinformatics- - *Approved*

1. Upon completion of BIO 2A, the student should be able to analyze and evaluate bioinformatics data to discover patterns and critically evaluate conclusions.

#### iii. BUSN 86: Management Strategies- *Approved*

1. Upon completion of BUSN 86, the student should be able to explain the principles of management relative to organizational strategies.
  2. Upon completion of BUSN 86, the student should be able to describe the current challenges in the field of management while applying theory-driven knowledge.
  3. Upon completion of BUSN 86, the student should be able to identify issues, possible solutions, and consequences of ethical management dilemmas.
- iv. EMS 70B: CPR for Health Care Providers- *Approved w/ Changes below*
1. Upon completion of EMS 70B, the student shall be able to perform the CPR skills **required** for **as** a Health Care Provider according to the standards of the American Heart Association.
- v. ENG 12C: Craft of Writing Fiction: Advanced - *Approved*
1. Upon completion of ENG 12C, the student should be able to demonstrate advanced skills in description, dialogue, characterization, point of view control, plotting, and theme.
  2. Upon completion of ENG 12C, the student should be able to identify subtle elements of craft within published fiction and the resulting effects of those elements, such as the relationship between craft and emotional or intellectual resonance.
- vi. ENG 13B: The Craft of Writing Poetry: Intermediate- *Approved*
1. Upon completion of ENG 13B, the student will be able to demonstrate knowledge of poetry publication markets and strategies.
  2. Upon completion of ENG 13B, the student will be able to write poems in traditional and modern forms, demonstrating intermediate proficiency in techniques including image, metaphor, sound, and symbolism to develop ideas and create meaning.
- vii. ENG 42: Literature of the African Diaspora in America- *Approved*
1. Upon completion of ENG 42, the student should be able to analyze an author's use of literary techniques to develop a theme.
  2. Upon completion of ENG 42, the student should be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.
- viii. ESL 1A: Critical Reading and Composition for ESL- *Approved*
1. Upon completion of ESL 1A, the student should be able to demonstrate a transfer-level ability to identify main ideas and supporting details in level-appropriate texts.
  2. Upon completion of ESL 1A, the student should be able to write a transfer-level essay of five to seven paragraphs that demonstrates clear organization, logical development, and correct language use.
  3. Upon completion of ESL 1A, the student should be able to write an MLA-documented research essay on an original thesis.
- ix. FST 20: CO 2A Human Resource Management for Company Officers - # 3 *Requires Further Explanation, Remainder Approved w/ Changes below*
1. Upon completion of FST 20, the student should be able to apply and follow policies and procedures.
  2. Upon completion of FST 20, the student should be able to apply safety regulations at the unit level, complete required reports, **conduct** in-service training, and convey member responsibilities
  3. Upon completion of FST 20, the student should be able to analyze a member's accident, injury, or health exposure history, **and to prepare** a report including **that includes** action taken and recommendations for a supervisor.
- x. GEOL 20: Earth Science for Educators - *Approved w/ Changes below*
1. Upon completion of GEOL 20, the student should be able to define and identify the geology of divergent, convergent and transform plate tectonic environments.

2. Upon completion of GEOL 20, the student should be able to define and differentiate the three basic rock groups (igneous, sedimentary and metamorphic).
  3. Upon completion of GEOL 20, the student should be able to identify and differentiate the major types of volcanoes.
- xi. GDDM 67: InDesign II- *Approved w/ Changes below*
1. Upon completion of GDDM 67, the student should be able to create “rich media” documents for multi-platform publishing environments, ~~that include~~ in a variety of digital formats that include interactive PDF, epub, or digital publishing, as well as traditional printing methods, ~~depending on the project.~~
  2. Upon completion of GDDM 67, the student should be able to work with a commercial printer (either local or online) to produce the physical piece, and have it printed on press (either offset or digital), ~~which includes the ability to communicate their project needs with printers to figure out paper types, page count, dimensions, finishing services, and to stay within budget~~
  3. Upon completion of GDDM 67, the student should be able to use Style Sheets, Alternate Layouts, ~~and~~ Layout Adjustment, and Liquid Layout features ~~with facility~~ to create ~~publications for~~ digital and print publications.
- xii. HLTH 11: Health and Social Justice- *Approved w/ Changes below*
1. Upon completion of ~~HLTH HEA~~ 11, the student should be able to discuss disparities in health outcomes in the United States.
  2. Upon completion of ~~HLTH HEA~~ 11, the student should be able to recognize the impacts of the unequal distribution of power, wealth and education, as well as race, socioeconomic status, and gender on health outcomes.
  3. Upon completion of ~~HLTH HEA~~ 11, the student should be able to utilize credible sources of health data and information, and communicate that information to a wide range of audiences through an array of media.
- xiii. MUS 11: Commercial Music Combo- *#2 Requires More Explanation, Remainder Approved w/ Changes below*
1. Upon completion of MUS 11, the student should be able to perform commercial music repertoire at an introductory level.
  2. Upon completion of MUS 11, the student should be able to develop mastery of improvisation based on study of commercial music masters. ~~Ask Dan~~
  3. Upon completion of MUS 11, the student should be able to transcribe and perform commercial music licks in all 12 keys.
- xiv. MUS 41: Instrumental Chamber Music- *Approved w/ Changes below*
1. Upon completion of MUS 41, the student should be able to ~~demonstrate an adherence~~ to recognized standards of professionalism ~~is in~~ a rehearsal setting.
  2. Upon completion of MUS 41, the student should be able to ~~demonstrate the ability to~~ play on pitch in a section and ensemble as directed by a conductor.
  3. Upon completion of MUS 41, the student should be able to perform a variety of chamber or orchestral repertoire.
  4. Upon completion of MUS 41, the student should be able to perform stylistically appropriately to the period/style of the composition.
- xv. NAUT INTR: Automotive Service and Introduction- *Will double check match cross-listed courses and if so approve.*
1. Upon completion of NAUT INTR, the student should be able to perform an oil change with 100% accuracy.
  2. Upon completion of NAUT INTR, the student should be able to recognize and apply shop safety procedures.
- xvi. NAUT LABA: Automotive Lab- *Will double check match cross-listed courses and if so approve.*

1. Upon completion of NAUT LABA, the student should be able to apply safety in all lab conditions.
  2. Upon completion of NAUT LABA, the student should be able to work autonomously in a shop environment.
- xvii. NAUT LABB: Automotive Lab Advanced- *Will double check match cross-listed courses and if so approve.*
1. Upon completion of NAUT LABB, the student should be able to apply all safety precautions.
  2. Upon completion of NAUT LABB, the student should be able to complete hands on lab sessions with no instructor supervision necessary.
- xviii. NAUT L1L2: Smog Level One and Level Two- *Will double check match cross-listed courses and if so approve.*
1. Upon completion of NAUT L1L2, the student should be able to perform an OIS test.
  2. Upon completion of NAUT L1L2, the student should be able to obtain and interpret powertrain data.
- xix. NAUT SDR: Specified Diagnostic and Repair- *Will double check match cross-listed courses and if so approve.*
1. Upon completion of NAUT SDR, the student should be able to apply safety precautions in shop lab exercises.
  2. Upon completion of NAUT SDR, the student should be able to obtain and interpret scan tool data.
- xx. NBUS 200: Communication in the Workplace- *Will double check match cross-listed courses and if so approve.*
1. Upon completion of NBUS 200, the student should be able to distinguish among the various barriers that interfere with communication and develop skills to address and overcome these barriers through the effective application of verbal and nonverbal communication.
  2. Upon completion of NBUS 200, the student should be able to apply effective listening skills in a variety of situations to promote healthy, positive communication.
  3. Upon completion of NBUS 200, the student should be able to develop an interview plan with optimal questions and scenarios for a successful interview.
  4. Upon completion of NBUS 200, the student should be able to identify and describe non-verbal communication and how it can be interpreted.
- xxi. NBUS 201: Writing Skills for Managers - *Will double check match cross-listed courses and if so approve.*
1. Upon completion of NBUS 201, the student should be able to identify and effectively use the principles of verbal and written communication in a presentation.
  2. Upon completion of NBUS 201, the student should be able to utilize the Guidelines for Business Writing in producing an e-mail.
  3. Upon completion of NBUS 201, the student should be able to recognize the importance of common writing errors like run-on sentences, grammar, and "You" sentences.
  4. Upon completion of NBUS 201, the student should be able to compose a business communication catered to a business audience using the tools learned in class.
- xxii. NBUS 202: Attitude in the Workplace → *1<sup>st</sup> & 3<sup>rd</sup> SLOs Approved*
1. Upon completion of NBUS 202, the student should be able to examine the primary causes of a bad attitude and identify strategies to counteract them in order to develop a more positive outlook.
  2. Upon completion of NBUS 202, the student should be able to identify primary causes of a bad attitude and possible solutions on a simulation or role-play.
  3. Upon completion of NBUS 202, the student should be able to identify methods of obtaining a positive attitude.
  4. Upon completion of NBUS 202, the student should be able to explain multiple methods for adjusting your attitude.
- xxiii. NBUS 203: Decision Making and Problem Solving- *Approved w/ Changes below*
1. Upon completion of NBUS 203, the student should be able to differentiate between decision making and problem solving.

2. Upon completion of NBUS 203, the student should ~~be able to acquired~~ the knowledge to recognize the importance of creativity in problem-solving, and identifying various blocks to problem solving.
  3. Upon completion of NBUS 203, the student should be able to ~~apply creative~~ perform one of the problem solving techniques in a role-play.
  4. Upon completion of NBUS 203, the student should be able to use ~~data from~~ primary and ~~perform~~ secondary ~~data sources~~ research to help your analysis of a decision. ~~in their decision making process.~~
- xxiv. NBUS 204: Managing Organizational Change- *Remove 1<sup>st</sup> SLO, Remainder Approved w/ Changes below*
1. ~~Upon completion of NBUS 204, the student should be able to recognize the rate of change in organizations today.~~
  2. Upon completion of NBUS 204, the student should be able to ~~compare and contrast~~ identify the stages within the organizational change and identify systems of resistance ~~in order to effectively deal with it.~~
  3. Upon completion of NBUS 204, the student should be able to identify ~~types one of the seven ways of~~ employees' resistance to change ~~through video observation.~~
  4. Upon completion of NBUS 204, the student should be able to describe ~~one of~~ the tactics for dealing with resistance to ~~change using instructor provided scenario.~~
- xxv. NBUS 205: Team Building- *Approved w/ Changes below*
1. Upon completion of NBUS 205, the student should be able to implement the best practices for building a team including, but not limited to, effective communication and problem solving.
  2. Upon completion of NBUS 205, the student should be able to identify different personalities in the workplace ~~through video observation.~~
  3. Upon completion of NBUS 205, the student should be able to explain some of the common team problems and ~~what to do about them.~~ form solutions.
  4. Upon completion of NBUS 205, the student should be able to identify different characteristics of an efficient team.
- xxvi. NBUS 206: Time Management - *Approved*
1. Upon completion of NBUS 206, the student should be able to create goals that are specific, measurable, attainable, realistic, and timely (SMART) and evaluate the role goal setting plays in the workplace.
  2. Upon completion of NBUS 206, the student should be able to use prioritization, elimination of time wasters, and effective scheduling practices through the development of a comprehensive time management strategy.
  3. Upon completion of NBUS 206, the student should be able to create a plan for approaching a team member regarding the delegation of a group project.
- xxvii. NBUS 207: Conflict Resolution- *Approved*
1. Upon completion of NBUS 207, the student should be able to describe the meaning of conflict, recognize the causes of conflict, and design conflict resolution strategies.
  2. Upon completion of NBUS 207, the student should be able to determine one's own conflict style and develop skills for resolving interpersonal conflict.
  3. Upon completion of NBUS 207, the student should be able to identify different conflict styles and how they affect the workplace.
  4. Upon completion of NBUS 207, the student should be able to define the six steps in resolving conflict with customers.
- xxviii. NBUS 208: Stress Management in the Workplace- *Approved w/ Changes below*
1. Upon completion of NBUS 208, the student should be able to analyze internal and external stressors that exist in an organization and identify the cost of ~~their own~~ stress in the workplace.

2. Upon completion of NBUS 208, the student should be able to evaluate the impact and sources of stress in the workplace and apply various stress management techniques.
  3. Upon completion of NBUS 208, the student should be able to demonstrate at least one method of reducing or minimizing your own stress.
  4. Upon completion of NBUS 208, the student should be able to **identify and differentiate between** internal and external stressors and what is the difference between the two.
- xxix. NBUS 209: Values and Ethics- *Approved w/ Changes below*
1. Upon completion of NBUS 209, the student should be able to evaluate where one's personal values come from and demonstrate an understanding of how they will affect the completion of required duties.
  2. Upon completion of NBUS 209, the student should be able to identify **and typical motif of** explain why people participate in unethical behavior.
  3. Upon completion of NBUS 209, the student should be able to generate ideas that can promote ethical decisions and behaviors.
  4. Upon completion of NBUS 209, the student should be able to describe the different pressures that can contribute to an unethical decision from occurring.--> Need to ask
- xxx. NBUS 210: Customer Service- *Approved w/ Changes below*
1. Upon completion of NBUS 210, the student should be able to practice and apply outstanding customer service skills, including clear communication and relationship building to improve customer satisfaction and retention.
  2. Upon completion of NBUS 210, the student should be able to differentiate among internal and external customers to determine and meet their unique needs.
  3. Upon completion of NBUS 210, the student should be able to examine and apply the key elements of outstanding customer service, including reliability, assurance, tangibles, empathy, and responsiveness.
  4. Upon completion of NBUS 210, the student should be able to define **identify what is** customer service and identify **who are you're their** customers.
- xxxi. NBUS 211: Design Thinking for the Entrepreneur- *2<sup>nd</sup> SLO not approved, Approved w/ Changes below*
1. Upon completion of NBUS 211, the student should be able to develop rapid prototypes that allow for meaningful feedback in a real-world environment.
  - ~~2. Upon completion of NBUS 211, the student should be able to define opportunities into actionable innovation possibilities and recommendations for organizations.~~
  3. Upon completion of NBUS 211, the student should be able to translate broadly defined opportunities into actionable innovation possibilities.
  4. Upon completion of NBUS 211, the student should be able to formulate Design Thinking activities in terms of market impact, value creation, and speed.
- xxxii. NBUS 212: Developing Your Business Plan- *Approved w/ Changes below*
1. Upon completion of NBUS 212, the student should be able to prepare an outline of the elements **that will be** in a business plan.
  2. Upon completion of NBUS 212, the student should be able to identify and describe a business' target market.
  3. Upon completion of NBUS 212, the student should be able to identify multiple forms of capital attainment for their new business venture.
- xxxiii. NBUS 213: Legal Aspects of Small Business- *Approved w/ Changes below*
1. Upon completion of NBUS 213, the student should be able to identify and describe the legal forms of ownership, including their advantages and disadvantages.

2. Upon completion of NBUS 213, the student should be able to identify and describe legal risk issues that will affect ~~the~~ a proposed business venture.
  3. Upon completion of NBUS 213, the student should be able to ~~demonstrate~~ explain the difference between intellectual property, copyright, patent, and trademarks.
  4. Upon completion of NBUS 213, the student should be able to list at least five human resource laws or regulations that will impact a business.
- xxxiv. NBUS 214: Success in the Gig Economy- *Approved w/ Changes below*
1. Upon completion of NBUS 214, the student should be able to explain the process of how to turn a problem solving idea to a money-making opportunity.
  2. Upon completion of NBUS 214, the student should be able to construct low-cost, low-resolution prototypes to advance a business idea.
  3. Upon completion of NBUS 214, the student should be able to assemble a portfolio of work product to set them apart from their competition in the job market.
  4. Upon completion of NBUS 214, the student should be able to implement effective teamwork and leadership skills ~~to start a business~~.
- xxxv. NESL 230A: Beginning Grammar for Reading and Writing - *Approved*
1. Upon completion of NESL 230A, the student should be able to name the parts of speech, the parts of a basic sentence (subject, verb, object), types of sentences: simple and compound, and common phrases (noun phrase, prepositional phrase).
  2. Upon completion of NESL 230A, the student should be able to distinguish subjects, verbs, objects, and prepositional phrases in simple sentences.
  3. Upon completion of NESL 230A, the student should be able to produce the verb forms (base form, past form, past participle, and present participle) for the verbs on the list of most common 0-500 words.
  4. Upon completion of NESL 230A, the student should be able to select the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most common 0-500 word list, especially the irregular verbs.
- xxxvi. NESL 230B: High-Beginning Grammar for Reading and Writing- *Approved*
1. Upon completion of NESL 230B, the student should be able to use standard grammar terms to identify the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, noun phrase) modal, and simple, compound, and complex sentences.
  2. Upon completion of NESL 230B, the student should be able to distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences.
  3. Upon completion of NESL 230B, the student should be able to produce the verb forms (base form, past form, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive for the verbs on the list of most common 0-1000 words.
  4. Upon completion of NESL 230B, the student should be able to select and use the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most common 0-1000 words, especially the irregular verbs.
- xxxvii. SPAN 23: Introduction to Hispanic Literature- *Approved*
1. Upon completion of SPAN 23, the student should be able to discuss and defend precise literary interpretations in both forms, verbal and written, with appropriate grammatical accuracy and cultural awareness moving toward a high-advanced level of competency.
- xxxviii. THEA 1: Conservatory Readiness- *Approved*
1. Upon completion of THEA 1, the student should be able to perform a monologue for audition or live audience presentation.

2. Upon completion of THEA 1, the student should be able to learn a short series of dance patterns and common steps for performance.
3. Upon completion of THEA 1, the student should be able to perform with confidence 16 measures of music from a selected musical theater piece.
4. Upon completion of THEA 1, the student should be able to present a professional resume.
- xxxix. THEA 54: Shakespeare Through Performance- *Approved w/ Changes below*
  1. Upon completion of THEA 54, the student should be able to write a character profile using textual analysis.
  2. Upon completion of THEA 54, the student should be able to perform the ~~5~~ five types of Shakespearean asides.
  3. Upon completion of THEA 54, the student should be able to research and apply historical understanding related ~~to a performance selected text in a scene for performance.~~
  4. Upon completion of THEA 54, the student should be able to perform an acting scene from the works of William Shakespeare.
- xl. THEA 58: Stage Combat-*#3 SLO requires more explanation, Approved w/ Changes below*
  1. Upon completion of THEA 58, the student should be able to execute unarmed attacks, defense, floor work, grappling, and knaps with confidence.
  2. Upon completion of THEA 58, the student should be able to execute armed attacks, defense, and footwork with confidence.
  3. Upon completion of THEA 58, the student should be able to write an understanding of basic fight notation.

## 7. Voting

- a. Committee Governance  
MOTION to APPROVE Governance  
MSC: Rehagen/Graham/APPROVED

## 8. Reports

### a. Chair's Report

**Ann Hight**

Ann Hight presented to the Academic Senate how the SLO Committee wants to institutionalize the new assessment cycle. The Academic Senate will vote on this at their next meeting.

### b. Administrative Report

**Kristina Whalen/Stuart McElderry**

Stuart McElderry expressed gratitude all faculty moving their courses online with SLOs in mind, best practices, and in face of challenges. The Academic Services administrative team is proud of everyone. Educational Masterplan Taskforce expressed concerns over the new three year SLO cycle, which will end the during the full accreditation site visit. Our college will be held to this new standard that we set for ourselves.

9. **Good of the Order:** The administrative report was discussed. With assessment is now optional this semester, should we change our new assessment cycle. I was decided instead to have the new process start Fall 2020. The templates will need to be altered to accommodate this change. This will be discussed with Kristina Whalen. Talking points will be sent out to the committee for the division meetings.

10. **Adjournment** at 4:27 pm

11. **Next Regular Meeting** (Monday, April 27<sup>th</sup>, 2020)