LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

LPC Planning Priorities

❖ 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 24-25   Quorum: 5

Voting Members:
John Rosen (Chair; BSSL) - P
Liz McWhorter (SLO Support) - P
Kimberly Burks (Student Services) - P
Jennifer Decker (STEM) - P
Stuart McElderry (Dean, BSSL) - A
Julia McGurk (A&H) - P

Guests: Jennie Graham, Brian Hagopian, Nan Ho

Call to Order at 2:33 pm   John Rosen

Review and Approval of Agenda   John Rosen
  Decker/McGurk/Approved

Review and Approval of Minutes (08/26/2024)   John Rosen
  McGurk/Decker/Approved

Public Comment (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 discuss or act on items not on the agenda.)

Reports

- **Chair's Report**   John Rosen

  - Reports for Division Meetings:
    > SLOs: Remind your division that SLO *revisions* should go thru CurrIQunet. And if they plan on assessing this year, they should go through eLumen too.
    > Program Review: Please remind folks to do their 3-Year Plan (due last year!); you may connect them with John.

- **Administrator's Report** - N/A   Stuart McElderry

CSLO Reviews

New CSLOs

Automotive Apprentice Group (APAG):   Brian Hagopian

APAG 1 Engines Lab
1.   Upon completion of APAG 1, the student should be able to teardown a typical engine assembly.

       Committee Comments:
       - JR: Add the article, <u>a</u> typical engine assembly

APAG 2 Transmission/Transaxle Lab
1.   Upon completion of APAG 2, the student should be able to teardown a typical transmission assembly.

APAG 3 Manual Drive Train and Axles Lab
1.   Upon completion of APAG 3, the student should be able to rebuild a rear axle assembly.

APAG 4 Suspension and Steering Lab
1.   Upon completion of APAG 4, the student should be able to perform a four-wheel alignment.

APAG 5 Brakes Lab
1. Upon completion of APAG 5, the student should be able to test ~~and evaluate results of testing~~ a hall effect wheel speed sensor <mark>and evaluate the results</mark>.

   Committee Comments:
   - "Test" and "testing" sounds repetitive – let's reorganize this sentence.

APAG 6 Electrical/Electronic Systems Lab
1. Upon completion of APAG 6, the student should be able to test ~~and evaluate~~ the starter circuit using the proper test equipment <mark>and evaluate the results</mark>.

   Committee Comments:
   - Let's make the language/structure more similar to that of APAG 5's SLO.

APAG 7 Heating and Air Conditioning Lab
1. Upon completion of APAG 7, the student should be able to evaluate an automotive HVAC system using a performance check.

APAG 8 Engine Performance Lab
1. Upon completion of APAG 8, the student should be able to diagnose a<mark>n</mark> MIL light using proper service information and diagnostic strategies.

   Committee Comments:
   - Shouldn't it be "an" (vs. "a") in front of a word that starts with "m" (even if it's an acronym)? → JM: Yes, that sounds better.

APAG 9 Introduction to Automotive Lab
1. Upon completion of APAG 9, the student should be able to identify under vehicle components and potential issues.

APAG 10 Electude Lecture
1. Upon completion of APAG 10, the student should be able to research the service manual <mark>to determine</mark> proper repair procedure<mark>s</mark> ~~and apply~~.

Brian Hagopian presenting.
- APAG is new. An automotive apprentice group had approached CLPCCD -- it's TN-based, but approved in CA to run these classes. Classes won't be held at LPC or instructed by LPC faculty. Lecture will be taught online, some in-person labs.

Committee Comments:
- JR: Were these written by you or the apprentice group? > *Brian: I wrote them myself.*
- JR: Would you like to add any more SLOs for any of the courses? > *Brian: I am comfortable with 1 for each.*
- Liz: Could Brian say a bit more about what's coming down the pike? > *Brian: These are part of programs that are being developed. There will be 4 certificates & 3 degrees coming through soon. He should be on a Curriculum agenda in Fall.*
    > JR: Let's aim to get the APAG PSLOs on the next possible SLO agenda.
- NH: [After Brian left] I have more detail to share. APAG is part of an Earn & Learn work-based learning program; students work as they're in the courses. Our economic development & contract ed dept. houses the apprenticeship office and they hire and onboard folks. They connect with Andrea and A&R. We're pretty new to apprenticeships /still learning.

Discussion Items

1. **CurrIQunet Meta Assessment Update**
   - John, Jennie, and Liz met with our CNET rep recently and shared the Committee's feedback -- Thanks again.

   See Course Aggregate Assessment: The Discipline Coordinators will be doing this.
   - We are trying to create something as similar to eLumen as possible, given faculty's familiarity with it.
   - We can look at a group or at individual sections.
   - They added the "Notes from the SLO Coordinator" for dept. reminders etc. We asked them to increase the size of the text box to show that it's expandable /they can write more.
   - NEW: Things will disaggregate in real time (something eLumen did not do).
   - Questions come before you enter data, so we've asked them to move "Reflection Q's" up (& rename them).
   - [Q for our Rep] JG: Can we do some mock data to test / have a pretend HIST 7 instructor A vs. instructor B?
   - [Q for Rep] JR: In eLumen, you change roles for different tasks. In CNET, it's unclear whether we can. Can we?

   Committee Comments:
   - [Edit] It should be "Aggregate Assessment" (it's there 2 different ways: one in the all-caps title, one in body par.)
   - JM: Will this affect mirrored classes? > *Jennie: No, it will be the same.*
   - [Q for Rep] KB: Any hard deadline ("no more big changes") / can we still do customizations? How flexible is it?

2. **SLOs and Catalog Review**
   John screen-shared the SLO language in the Catalog and asked for Committee member feedback/revisions.

   Comments/Revisions:
   - JR: Replace "student success" → equitable student achievement
     > This is in line w/ the new accreditation standards: "Equitable student achievement" keeps coming up.
   - Liz: "(ISLOs) which" → add a comma before the "which"? > JM: Yes, that's correct.
   - NH: "SLOs for each degree and certificate" → Program Learning Outcomes (PSLOs) for each degree and cert…
   - JG/JR - RE: ISLOs: Our SLOs don't accurately feed into ISLOs; and in eLumen, there's no mapping that takes place
     > [Question] Hasn't Rajinder been spearheading the ISLOs -- should he and Academic Senate look at this?

3. **SLO-related Accreditation Standards**
   Accreditation Committee presented at Town Meeting, and they looked to committees to help with accreditation.
     > What can the SLO Committee do to help the Accreditation Committee?
         o Focus on standards 1.2, 1.3, 2.1, 2.2, 2.6, 2.7, 2.9
         o Manage the SLO process and help faculty with it

   Committee Comments:
   - JM: Is it possible to request funds (SEA?) to help with SLO writing and submit to the Accreditation team?
   - JD: Training on data would be great too, per Karin's prior suggestion.
   - JR: Program Review – which this feeds into -- helps you take a look at your data and whether it's useful.
   - JG: As soon as faculty input data in Meta, they'll get a readout (incl. basic needs, gender, etc.) / they will not have to run reports like they do now in eLumen. [Ask] It'd be helpful to have dept. discussions about it. And let's have some working time (Past: We've had 6 hrs. working time scheduled on FLEX Day – capture more PT faculty). What are some things that other depts do that are successful? (At Town Meeting, we've done this /shared out.)
     > We can look at our Charge again and see if it accounts for this.
     > Friday SLO Talks could be a good resource too.

Informational Items

Friday SLO Talks hosted by SLO COACHes
> **September 27** (Virtual, Free)
> *Register here:* https://rsccd- edu.zoom.us/meeting/register/tZcvfumuqDMtG9Wj53AmCE_0mM230UFSfBNc#/

LPC SLO/SAO Coaching
> **By appointment**, via Zoom or in-person
> *Contact John Rosen.*

Good of the Order

"SAOs" Session at FLEX Day, presented by Jennie Graham
> What are SAOs, what they should look like, etc.
> Kim Burks says she will be there to support!

Adjournment by John Rosen at 4:10 pm
Next Regular Meeting: September 23, 2024