



## Approved Minutes

### 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

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

### SLO Committee:

#### Members Present (voting):

**Co-Chair:** John Ruys

**Co-Chair:** Ann Hight

#### **Administrators:**

Roanna Bennie

Don Miller-Absent

#### **Faculty Reps:**

Mark Tarte

Marty Nash

Kimberly Tomlinson- Absent

Akihiko Hirose

Gina Webster

#### **Classified:**

Scott Vigallon

#### **Members Present (non-voting):**

#### **Director of Research and Planning:**

Rajinder Samra- Absent

#### **Meeting Guests:**

Angelo Bummer

Amir Law

Jennie Graham

#### 1. Call to Order

Meeting called to order at 2:34 pm

#### 2. Review and Approval of Amended Agenda (May 8th, 2017)

MOTION to APPROVE draft Agenda

MSC: Vigallon / Tarte /APPROVED

#### 3. Review and Approval of Minutes (April 24th, 2017)

MOTION to APPROVE draft minutes from April 24th, 2017

MSC: Hight / Nash /APPROVED- 1 Abstention

#### 4. eLumen Update

Scott Vigallon explained that at the Distance Education Committee meeting the issue was discussed of putting all of the courses into Canvas. The DE Committee first wants to know if the integration will be successful. Scott Vigallon reached out to Stacey Followill at District ITS to discuss changing to W#'s as the user name in eLumen. From their discussion this change does seem feasible, but he has not yet received the necessary data file from them to make this change in eLumen. He has also been having difficulty submitting the new data file to eLumen. eLumen has been contacted about this issue.

#### 5. Accreditation Standards

Roanna Bennie stated that the Accreditation Steering Committee has created a document that has all of the accreditation standards and attached those standards to the office or committee where the work associated with that standard is being done. Next semester this document will be brought to those individual offices and committees to work with them to determine how to document or acknowledge that work is being done. It is still in draft form. Some standards will be attached to more than one committee. The idea is that committees could take notes to where evidence of these accreditation activities are taking place or attach documents, so when accreditation work is being done it will be easier to determine when and where these activities are taking place (ex. Utilizing minutes). Roanna Bennie stated that one of the SLO Committees tasks will be verifying that these are the accreditation standards that are in fact attached to the committee. It was clarified that are 21 eligibility requirements integrated into the accreditation standards (includes ER9 and ER11) to be an accredited college. There was discussion regarding the disaggregation in eLumen of data currently by ethnicity, gender and age. We have not yet utilized this tool. Utilizing this feature will need to be part of our discipline coordinator trainings. There was discussion that once faculty start to utilize this feature they may want to disaggregate their data in more ways than the current three available options.

Roanna Bennie stated that data comparing Online versus Face- to- Face students may be of interest to faculty members. Scott Vigallon described that he has done this manually previously, but that it was difficult to find courses that had data for both an Online and Face-to-Face section of a course in the same semester. It was discussed that it will be easier to encourage faculty to enter data, through the eLumen integration with Canvas. Scott Vigallon explained that he will need the committees support in reaching out District ITS to make the integration with Canvas a priority. It was discussed that the Committee could draft a letter to District ITS, which will need to be sent to Academic Senate for endorsement. Roanna Bennie stated that disaggregating data is a way that we could get faculty interested in entering data in eLumen as a tool to get meaningful data, rather than checking an accreditation checkbox.

#### **6. SLO Coordinator Responsibilities**

Ann Hight explained that previously we have discussed doing workshops for the SLO Coordinators to offer guidance. Currently SLO Coordinators largely only see their role as entering SLOs into eLumen. Currently, the idea is to have two different workshops. One session will be on the planning process for assessment and the mechanics of how to do this in eLumen, including sending out assessment reminders. Gina Webster asked if SLO coordinators are required to keep documentation of SLO conversations and whether eLumen can store those conversations. Ann Hight clarified that eLumen can only send out assessments and reminders, but cannot capture that dialogue. She stated that the second SLO Coordinator workshop will include responsibilities, including long term planning which courses should be assessed. John Ruys suggested that this workshop could also include how to best document SLO Coordination. Jennie Graham described that she utilizes Canvas discussion boards to capture dialogue with part time instructors. Marty Nash also suggested that the eLumen trainings should also cover how to create common assessment and utilize reports. Ann Hight stated that we are starting to see SLO Coordinators creating common assessments, which makes the process simpler for adjunct faculty. Angelo Bummer also discussed the importance of teaching SLO Coordinators to see reflections and how to utilize them. Marty Nash stated that it would be valuable for departments to be able to use their own reflection template. Madeline Wiest raised concern that this reflection template should then be available to all eLumen users and create confusion. Jennie Graham asked if it was possible to push out multiple assessments at a time in eLumen. It was discussed that it is believed that this is not possible, but Madeline Wiest will reach out to eLumen. Scott Vigallon raised the point we cannot currently tell if a faculty member has completed their reflections, which could be done if we enabled "action plans". There was also discussion that perhaps the committee needs to give a suggested amount of hours that SLO work should count toward hours of professional responsibility and distribute it to department coordinators. Many part time faculty members are unsure of what their responsibilities are in terms of time for SLOs.

#### **7. SLO Liaison Update**

Marty Nash explained that he is continuing to work with faculty to create CSLOs and PSLOs. He and Angelo Bummer have been discussing what goals they would like to set for next year, including helping to train SLO Coordinators. Also, they would like to offer more individual help in reviewing SLOs. This is due to many faculty feel that the their assessment data is not helpful, due to bad SLOs. The question was raised who are the SLO Coordinators in eLumen. Madeline Wiest will provide a list to the committee and the dean's. Ann Hight described that many SLO Coordinators are not acting in a coordinator capacity, but instead only are using their access to enter SLOs. She suggested that the coordinators need to receive a list of responsibilities and how they can use their access in eLumen. Amir Law stated that there is confusion in his division regarding if a Discipline Coordinator needs to also be a SLO Coordinator. It was suggested that perhaps a department may have multiple coordinators to accomplish all of the SLO tasks. It was stated that SLO Chairs and SLO Liaisons will work on the Discipline Coordinator responsibility checklist and it will be on first SLO agenda for the fall. Marty

Nash also suggested having an afternoon for faculty come to enter assessment data together at the beginning of next semester. Roanna Bennie stated that the SLO Liaisons were approved for next fall.

**8. CLSO Review:****a. New Business:**

- I. CIS 55: Integrating Office Applications
  - **CSLO**- It is anticipated that upon successful completion of this course, students will be able to construct projects efficiently generating solutions using various workplace computer programs
    - **CSLO Not Approved** – CSLO is missing standard “Upon successful completion” language, John Ruys will return for correction.
- II. EMS 10: Paramedic Theory 1
  - **CSLOs**- 1.) Upon successful completion of EMS 10, the student will be able to describe the function of the Emergency Medical System and it's historical development. 2.) Upon successful completion of EMS 10, the student will be able to discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries.
    - **CSLOs Approved**
- III. EMS 30: Emergency Medical Responder
  - **CSLO**- Upon successful completion of EMS 30, the student should be able to recognize emergency medical illnesses and traumatic injuries and implement treatment at the scope of practice of Emergency Medical Responder.
    - **CSLO Approved**
- IV. HLTH 1: Introduction to Health
  - **CSLO**- Upon completion of Health 1, the student will be able to identify their modifiable and unmodifiable risk factors for personal health.
    - **CSLO Approved**
- V. MATH 1: Calculus 1
  - **CSLO**- Upon completion of Math 1, a student should be able to find the roots of a function using Newton's method.
    - **CSLO Approved**
- VI. MATH 5: Ordinary Differential Equations
  - **CSLO**- Upon completion of Math 5, a student should be able to model an RLC using differential equations.
    - **CSLO Approved**
- VII. MATH 107A: Pre-Algebra
  - **CSLOs**- 1.) Upon completion of Math 107, a student should be able to write a fraction in decimal form and as a percentage. 2.) Upon completion of Math 107, a student should be able to interpret the results of an application in the context of the problem.
    - **CSLOs Approved**
- VIII. MATH 107B: Pre-Algebra B
  - **CSLOs**- 1.) Upon completion of Math 107B, a student should be able to write a fraction in decimal form and as a percentage. 2.) Upon completion of Math 107B, a student should be able to interpret the results of an application in the context of the problem.

- **CSLOs Approved**
- b. Old Business
  - I. MUS 10B: Post Romantic/ 20<sup>th</sup> Century Harmony
    - **CSLOs-** 1.) Upon completion of MUS 10B, students will analyze harmonic, melodic, formal, and textural elements of Post-Romantic repertoire using a variety of approaches and techniques. 2.) Upon completion of MUS 10B, the student should be able to analyze harmonic, melodic, formal, and textural elements of Post-Romantic repertoire using a variety of approaches and techniques.
      - **CSLO not Approved-** 1<sup>st</sup> CSLO needs to be corrected to include “will be able to”, in order to have parallel language with the other CSLOs for the course. 2<sup>nd</sup> SLO rejected duplicate of first CSLO
  - II. MUS 17B: Jazz Combo 2
    - **CSLO-** Upon completion of MUS17B, students will be able to analyze, interpret, and perform intermediate and advanced jazz repertoire in a combo setting.
      - **CSLO Approved**
  - III. Mus 18B: Jazz/ Pop Piano 2
    - **CSLOs-** 1.) By the end of Mus 18B, students will be able to apply intermediate jazz/pop voicings and stylistic approaches to jazz/pop repertoire. 2.) Upon completion of MUS 18B, students will be able to demonstrate the ability to interpret and perform intermediate lead-sheets.
      - **CSLOs Approved**
  - IV. MUS 26: Methods/ Materials/ Piano Tchrs
    - **CSLO-** Upon completion of MUS 26, students will be able to demonstrate the ability to select appropriate piano method books for a variety of piano students.
      - **CSLO Approved**
  - V. VCOM 52: Introduction to Typography
    - **CSLOs-** 1.) A student who successfully completes VCOM52 will be able to describe how type is used in graphic design, describe the relationship between type and the visual message it conveys and manipulate type for effect (e.g., to create a mood, to make an impact). 2.) A student who successfully completes VCOM52 will be able to identify and use terminology related to the anatomy of letters, and describe how these elements are used to create and measure typefaces as well as identify type by classification and their place in history. 3.) A student who successfully completes VCOM52 will be able to select typefaces appropriate to a project's design and communications goals and to use letterforms as design elements. 4.) A student who successfully completes VCOM52 will be able to design effective page layouts using appropriate typesetting techniques such as typeface choice, size, spacing, line length, and page grid.
      - **CSLOs Approved**
  - VI. VCOM 59: Illustrator II
    - **CSLO-** Students who successfully complete VCOM59 will be able to create artwork that is easy to revise and demonstrate the ability to modify by changing the color scheme, filters, and other appearance attributes.
      - **CSLO Approved**
  - VII. VCOM 60: Creative Portfolio/ Self Prom

- **CSLO-** Students who successfully complete VCOM60 will be able to make oral and visual presentations of their professional portfolios and self-promotional materials to industry standard.

- **CSLO Approved**

VIII. VCOM 64: InDesign I, Layout Techniques

- **CSLOs-** 1.) Students who successfully complete VCOM64 will be able to apply the fundamental principals and considerations of page layout design by properly setting up a document to correct trim, bleed, margins, page count, and folds. 2.) Students who successfully complete VCOM64 will be able to identify various image formats, its features and its limitations and to use appropriate image types in page layouts at the correct size, resolution, and color space. 3.) Students who successfully complete VCOM64 will be able to utilize typographic tools and typesetting features in InDesign, demonstrating the ability to select the appropriate font, style, size, location, and formatting in regards to legibility of text.

- **CSLOs Approved**

IX. VCOM 65: Elect Prepress/ Print Prod

- **CSLOs-**1.) Students who complete VCOM65 will be able to use InDesign at industry-standard level to design and pre-flight work for print production taking into account technical requirements as well as layout and design principle. 2.) Students who complete VCOM65 will be able to use Illustrator at industry-standard level to design and pre-flight work for print production taking into account technical requirements as well as layout and design principles. 3.) Students who complete VCOM65 will be able to use Photoshop at industry-standard level to design and pre-flight work for print production taking into account technical requirements as well as layout and design principles.

- **CSLOs Approved**

**9. PLSO Review:**

c. New Business:

I. Emergency Medical Services EMT- Paramedic AS

- **PSLO-** Upon successful completion of the Emergency Medical Services EMT Paramedic AS program, the student will be a competent entry-level Paramedic in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.
  - **PSLO Approved-** Marty Nash stated that he worked with the EMS faculty on these PSLOs. The PSLO language comes directly from the EMS Certification tests.

II. Emergency Medical Services EMT- Paramedic Certificate of Achievement

- **PSLO-** 1.) Upon completion of the Emergency Medical Services EMT Paramedic Certificate of Achievement, the student will be competent as an entry-level Paramedic in the cognitive (knowledge), psycho-motor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.

- **PSLOs Approved-** Marty Nash stated that he worked with the EMS faculty on these PSLOs. The PSLO language comes directly from the EMS Certification tests.

**10. Administrative Update**

Roanna Bennie

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

**12. Good of the Order:** John Ruys stated that currently eLumen Core PSLOs have not been enabled, which would allow external evaluative measures. As we have more CTE programs that are using outside testing, the committee may want to look into enabling that feature.

**13. Next Regular Meeting** (Next Semester)