



## 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- Absent

Don Miller

#### **Faculty Reps:**

Mark Tarte

Marty Nash

Kimberly Tomlinson

Akihiko Hirose

Gina Webster- Absent

#### **Classified:**

Scott Vigallon

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

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

Rajinder Samra-Absent

#### Meeting Guests:

Angelo Bummer

#### 1. Call to Order

Meeting called to order at 2:32pm

#### 2. Review and Approval of Amended Agenda (January 23rd, 2017)

MOTION to APPROVE draft Amended Agenda

MSC: Tarte/Vigallon/APPROVED

\* Amended: Additions to the Agenda: Program Deactivations in eLumen, Due Dates for CSLOs and PSLOs to be reviewed by the SLO Committee, and LTI Integration with Canvas

#### 3. Review and Approval of Minutes (November 28<sup>th</sup>, 2016)

MOTION to APPROVE draft minutes from November 28<sup>th</sup>, 2016

MSC: Vigallon/Tarte/APPROVED- 1 Abstention

#### 4. Flex Day Workshops- February 21<sup>st</sup>

It was reviewed who would be running/ assisting with each of the SLO Workshops. John Ruys will run/attend all of the SLO related workshops. Ann Hight will run the morning eLumen session. Marty Nash will run the SLO Writing Workshop. Mark Tarte will assist with the Discipline Coordinator eLumen session. Ann Hight will lead the ISLO Mapping session with Angelo Bummer.

- "Introduction to eLumen for Faculty" 8-8:50am in Room 2416
- "Introduction to eLumen for Discipline Coordinators" 11-11:50am in Room 2414
- "SLO Writing Workshop" 2-3:50pm in Room 2412
- "ISLO Mapping Activity" 2-3:50pm in Room 2414

#### 5. Due Dates for CSLOs and PSLOs to be reviewed by the SLO Committee

It was discussed that in order to be able to be in the new 17-18 College Catalog, PSLOs will need to be entered into eLumen by February 6<sup>th</sup> and then would be approved at the SLO Meeting on February 13<sup>th</sup>. It was discussed that PSLOs need to be communicated to students and the best way to do so is in the catalog. The catalog will go to print in April. ISLOs are also included in the catalog and John Ruys will bring those to the Academic Senate, along with the SLO Handbook, this week for approval. These deadlines will be included as talking points at the next division meetings. Madeline Wiest communicated that the edit button is being used to create new SLOs, rather than putting SLOs through the workflow in eLumen. Also, that some faculty members have been putting new SLOs into CurricUNET, when they are

adding a new course or modifying a course, rather than putting them in eLumen. These items will be added to the talking points for the division meetings and the Flex Day Workshops. It was discussed that because SLOs are approved for a certain semester, they are not visible until the semester starts making it difficult for faculty to know which SLOs to add to their syllabi. Thus, it was decided to change the semester start date in eLumen to a couple of weeks before the actual start date of the semester, so faculty know exactly which SLOs are approved for the next semester. Madeline Wiest raised the question how often the SLO report should be run, as some faculty have deactivated SLOs. This effects the Division Office which are checking syllabi. Don Miller stated the division offices are requiring that SLOs are verbatim what is listed on the SLO Report posted to the SLO Website. It was decided that May 1<sup>st</sup> would be the last day this semester to enter CSLOs to be effective for Summer and Fall 2017, so they can be reviewed by the SLO Committee on May 8<sup>th</sup>.

#### **6. LTI Integration with Canvas**

Scott Vigallon stated that he has received the information on how to integrate eLumen with Canvas. The question was raised whether we are ready for this integration and if eLumen is ready for this integration. Scott Vigallon stated that there are several issues with eLumen that they have not fixed, including that Dean's don't have access to view if faculty have completed their assessments. He explained that this integration could be started on a small scale, perhaps by uploading this onto the eLumen test site. John Ruys clarified that this feature will allow a single sign on to Canvas and eLumen allowing scores in Canvas to be automatically put into eLumen. Canvas will fully take over for Blackboard in Spring 2018. John Ruys indicated that he would add to the talking points for the division meetings to include accessing eLumen via the Quick Links on the LPC Homepage rather than via google search, which leads to the old, now inaccessible eLumen. Also John mentioned that Madeline Wiest had completed the updates to the SLO Website.

#### **7. Program Deactivation in eLumen**

John Ruys stated that currently in eLumen there is no way to deactivate a program only remove the program. The Curriculum Committee has deactivated several programs and will be deactivating more. If we remove a program from eLumen the CSLO data will still be there, but will no longer be organized by the program. There is concern that this data may be needed in the future. It was decided Madeline Wiest would run reports on the data from those deactivated program and then archive it for our own records, before removing the programs from eLumen.

#### **8. CLSO Review:**

##### **a. Old Business:**

##### **i. None**

##### **b. New Business:**

##### **i. ECD 56: Child Growth and Development**

- **CSLOs-** 1.) By the end of ECD 56 students shall be able to: Describe development of children from conception through adolescence in the physical, social, emotional and cognitive domains. 2.) By the end of ECD 56 students shall be able to: Identify cultural, economic, political and historical contexts that impact children's development. 3.) By the end of ECD 56 students shall be able to: Apply knowledge of development and major theoretical frameworks to child observations.

- **CSLOs Approved** –SLOs were previously approved, but mapping is still missing. Early Childhood Development will be contacted.
- ii. ENG 20: Studies in Shakespeare
- **CSLO-** Upon completion of English 20, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.
    - **CSLO Approved** - This is the standard SLO for the English Literature courses.
- iii. HIST 1: Western Civilization to 1600
- **CSLO-** Upon completion of HIST 1, the students should be able to identify the major cultural developments in Western Civilization before 1600.
    - **CSLO Approved**
- iv. HIST 2: Western Civilization since 1600
- **CSLO-** Upon completion of HIST 2, the students should be able to identify the major cultural developments in Western Civilization after 1600.
    - **CSLO Approved**
- v. HIST 7: US History Through Reconstruction
- **CSLO-** Upon completion of HIST 7, the students should be able to identify the major cultural developments in United States History before 1877.
    - **CSLO Approved**
- vi. HIST 8: US History Post- Reconstruction
- **CSLOs-** Upon completion of HIST 8 the students should be able to identify the major cultural developments in United States History since 1877.
    - **CSLO Approved**
- vii. MATH 1: Calculus I
- **CSLO-** Upon completion of Math 1, a student should be able to find the roots of a function using Newton's method.
    - **CSLO Approved**
- viii. MATH 2: Calculus II
- **CSLO-** Upon completion of Math 2, a student should be able to numerically evaluate an integral using the Simpson's Rule and determine the error.

- **CSLO not Approved**- Should be "Simpson's Rule" not "the Simpson's Rule". Will be sent back for correction.

ix. MATH 5: Ordinary Differential Equations

- **CSLOs**- Upon completion of Math 5, a student should be able to model an RLC using differential equations.
- **CSLO Approved** – John Ruys raised the question that as SLOs are meant to be student friendly, should the Math department to define what RLC stands for? It was decided that as this is an outcome of the courses, students will learn what RLC is before the end of the course.

x. MATH 107: Pre-Algebra

- **CSLO**- 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.
- **CSLO Approved**

xi. MSCM 16B: Express College Newspaper B

- **CSLO**- Upon completion of Mass Communications 16B, the student will be able to critique The Express, demonstrating intermediate-level understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.
- **CSLO not Approved**- There was confusion about the use of the language "Student should be able to" for a course a level higher than one which included the language "Students will be able to". These SLOs will be sent back for clarification.

xii. MSCM 16C: Express College Newspaper C

- **CSLO**- Upon completion of Mass Communications 16C, the student should be able to critique The Express, demonstrating intermediate-to-advanced understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.
- **CSLO not Approved** - There was confusion about the use of the language "Student should be able to" for a course a level higher than one

which included the language “Students will be able to”. These SLOs will be sent back for clarification.

xiii. MSCM 16D: Express College Newspaper D

- **CSLO-** Upon completion of Mass Communications 16D, the student should be able to critique The Express, demonstrating advanced understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.
  - **CSLO not Approved-** There was confusion about the use of the language “Student should be able to” for a course a level higher than one which included the language “Students will be able to”. These SLOs will be sent back for clarification.

xiv. MUS 10B: Post Romantic/ 20<sup>th</sup> Century Harmony

- **CSLOs-** 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.
  - **CSLO not Approved-** There was concern over the use of “students will analyze”, perhaps instead should be “should be able to”. Marty Nash will reach out to the Music department to discuss.

xv. MUS 17B: Jazz Combo 2

- **CSLO-** 1.) Upon completion of MUS 17B, the student should develop a mastery of improvisation through study, transcription, and trial and error. 2.) Upon completion of MUS 17B, the student should apply knowledge of jazz practices to their unique improvisations. 3.) Upon completion of MUS 17B, the student will gain a better appreciation and understanding of a variety jazz styles.
  - **CSLOs Approved**

xvi. MUS 18B: Jazz/ Pop Piano 2

- **CSLO-** 1.) Upon completion of MUS 18B, the student will apply jazz/pop voicings and stylistic approaches to jazz/pop repertoire. 2.) Upon completion of MUS 18B, the student will master the ability to interpret and perform basic lead-sheets.
  - **CSLOs Approved**

xvii. MUS 26: Methods and Materials for Piano Teachers

- **CSLOs-** 1.) Upon completion of MUS 26, students should be able to prepare, execute, and evaluate a comprehensive piano lesson for the intermediate piano student. 2.) Upon completion of MUS 26, the student should be able to evaluate a variety of method books and business practices for piano students.
  - **CSLOs Approved-** Madeline will correct spelling error “should”
- xviii. MUS 27: Teaching Intermediate Piano
  - **CSLO-** Upon completion of MUS 27, the student should be able to evaluate a variety of methods for teaching intermediate pianists.
    - **CSLO Approved**
- xix. MUS 28: Keyboard Skills
  - **CSLO-** Upon completion of MUS 28, the student should be able to perform all triads, and major and minor scales in all keys with appropriate technique.
    - **CSLO Approved**
- xx. MUSIC- Not Identified
  - **CSLOs-** 1.) Students will evaluate and assess a variety of method books for piano students. 2.) Students will evaluate a variety of method books for piano students.
    - **CSLOs not Approved-** Unable to approve without knowing which course the SLOs are attached to. Will reach out to the Music Department for clarification and to attach correct verbiage.
- xxi. KIN TDE1: Tenio DeCuerdas Eskrima
  - **CSLOs-** 1.) Upon completion of KIN TDE1, students will be able to perform and explain the proper way to salute other students and the instructor. 2.) Upon completion of KIN TDE1, students will be able to deliver and defend against the basic angles of attack. 3.) Upon completion of KIN TDE1, students will be able to use sweeping, striking, and pivoting for earth-to-earth defenses.
    - **CSLOs Approved**
- xxii. SOC 12: Popular Culture
  - **CSLO-** Upon completion of SOC 12, the students should be able to produce an academic document that connects sociological research to theories of popular culture.
    - **CSLO Approved**

xxiii. THEA 3A: Beginning Improvisation

- **CSLO-** 1.) Upon completion of THEA 3A students should be able to define vocabulary terms used in Improvisation. 2.) Upon completion of THEA 3A student should be able to apply the rules of improvisation to in-class performances. 3.) Upon completion of THEA 3A students should be able to demonstrate creative and supportive ensemble participation.
  - **CSLOs Approved-** “Improvisation” should not be capitalized. There was discussion whether “supportive ensemble participation” is measurable. Ann Hight stated that SLOs are meant to include “effective behaviors” Don Miller discussed that from watching the course an important part is for students is to be a supportive, collaborative member of a group.

xxiv. THEA 3B: Intermediate Improvisation

- **CSLOs-** 1.) Upon completion of THEA 3B students should be able to demonstrate the ability to act appropriately and spontaneously to a variety of audio, visual, or written materials without prior rehearsal. 2.) Upon completion of THEA 3B students should be able to synthesize the ideas of others within an improvisation. 3.) Upon completion of THEA 3B students should be able to critique a live improvisation and identify the use of accepted rules of engagement.
  - **CSLOs Approved**

xxv. THEA 47B: Performing in Production: Beginning

- **CSLOs-** 1.) Upon completion of THEA 47B students should be able to determine the appropriate theatrical style and conventions for character development (farce, realism, Brecht, post-modern presentationalism, etc.) 2.) Upon completion of THEA 47B students should be able to develop an understanding of the role of the character within the context of the play, identifying relationships and specific actions and character choices unique to the examination and portrayal of those relationships. 3.) Upon completion of THEA 47B students should be able to use two rehearsal techniques for creating character and making acting choices (Adler, Stanislavski, Hagen, Meisner, improvisation, Epic, etc.)
  - **CSLOs Approved**

xxvi. THEA 47C: Performing in Production: Intermediate

- **CSLOs-** 1.) Upon completion of THEA 47C students should be able to develop a personalized, systematic, approach for memorization. 2.) Upon completion of THEA 47C students should be able to build collaboration and trust with ensemble members by serving as a positive and professional example during note giving and creative staff interactions. 3.) Upon completion of THEA 47C students should be able to research, practice, and prepare a series of personal physical and vocal warm-ups, to be completed at each rehearsal and performance. 4.) Upon completion of THEA 47C students should be able to make complex, creative, and bold acting choices during the rehearsal process as a means of creative exploration. 5.) Upon completion of THEA 47C students should be able to analyze the play to serve as support for fellow cast members.
  - **CSLOs Approved-** It was clarified that by “the play” it is probably referring to the one play students work on through the semester.

xxvii. THEA 47D: Performing in Production: Advanced

- **CSLOs-** 1.) Upon completion of THEA 47D students should be able to demonstrate skills necessary to create a leading role character, and perform this role in a live theatre event. 2.) Upon completion of THEA 47D students should be able to integrate production elements from, director, choreographer, and musical director feedback. 3.) Upon completion of THEA 47D students should be able to develop and create a physical and vocal expression of a character. 4.) Upon completion of THEA 47D students should be able to lead other cast members in exercises and warm-ups valuable to the rehearsal process. 5.) Upon completion of THEA 47D students should be able to work at an accelerate pace to create character and perfect memorization. 6.) Upon completion of THEA 47D students should be able to demonstrate professionalism in community outreach events and public publicity endeavors to advertise the program and production to local community. 7.) Upon completion of THEA 47D students should be able to create a small outreach event to bring theater to local organizations, schools, and community centers.
  - **CSLOs Approved-** Madeline Wiest will remove comma between “from” and “director” and add “d” at the end of “accelerate”



xxviii. VCOM 64: InDesign I and Layout Techniques

- **CSLO-** 1.) Upon completion of VCOM 64, Students should be able to effectively use type with appropriate consideration to typeface, style, size, location, and formatting in regards to legibility and readability of text. 2.) Upon completion of VCOM 64, Students should be able to create an effective layout by combining text and images and manage all related art assets for press ready output.
- **CSLOs Approved-** Madeline will make the S in “Students” Lower Case

xxix. NOT Identified

- **CSLO-** Distinguish between the art historical periods from Renaissance through Contemporary.
- **CSLO Approved-** Angelo Bummer will reach out to Art to confirm, which courses these SLOs are for.
- **CSLO-** Recognize and identify individual works of art and architecture of significance.
- **CSLO Approved-** Angelo Bummer will reach out to Art to confirm, which courses these SLOs are for.
- **CSLO-** Distinguish advancements in technique, methods, and technology as it impacts visual art.
- **CSLO Approved-** Angelo Bummer will reach out to Art to confirm, which courses these SLOs are for.
- **CSLO-** Analyze works of art and how they relate to their associated world geography.
- **CSLO Approved-** Angelo Bummer will reach out to Art to confirm, which courses these SLOs are for.
- **CSLO-** Upon completion of the student's interaction with Financial Aid, the student should be able to....
- **CSLO Approved-** Not a real SLO, needs to be removed from the system
- **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 Approved-** Marty Nash will reach out to LaVaughn about using the standard language.
- **CSLO-** Develop painting skills.
  - **CSLO Approved-** Angelo Bummer will reach out to Art to confirm, which courses these SLOs are for.
- **CSLO-** Draw with linear and tonal techniques to depict light and shadow.
  - **CSLO Approved-** Angelo Bummer will reach out to Art to confirm, which courses these SLOs are for.
- **CSLO-** Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.
  - **CSLO Approved-** This SLO is stuck in the system and will need to be reentered. John Ruys will reach out to Nadiyah to confirm which course it was entered for in order to resubmit.

## 9. PSLO Review:

### c. Old Business:

#### i. History

- **PSLOs-** 1.) Upon successful completion of the A.A.T. in History, students should be able to demonstrate critical thinking as they identify and use various types of historical sources. 2.) Upon successful completion of the A.A.T. in History, the students should be able to demonstrate critical thinking by citing appropriate historical evidence to explain change over time. 3.) Upon successful completion of the A.A.T. in History, the students should be able to use primary and/or secondary sources to argue a historical thesis.
  - **PSLOs Approved-** PSLOs were previously approved, but the mapping is still incomplete. John Ruys will reach out to history to have the mapping completed.

### d. New Business:

#### i. Computer Science

- **PSLOs-** 1.) Upon completion, students will be able to professionally describe and apply their skills in the design of their solutions as well as alternative technologies or solutions to solve their specific computing project. 2.) Upon completion, students will be able to implement computer algorithms by

designing and then writing detailed programming language instructions to solve specific problems. 3.) Upon completion of this program, students shall be able to professionally describe and apply their skills in the design of their solutions as well as alternative technologies or solutions to solve their specific computing project. (AS-Computer Programming) 4.) Upon completion of this program, students shall be able to professionally demonstrate the application of their skills in the development and testing of their solution to solve a specific computing project (CoA-Computer Programming) 5.) Upon completion of this program, students shall be able to professionally describe and apply their web development skills in the design of their solutions as well as alternative internet technologies or solutions to solve their specific Internet based computing project.

- **PSLOs Approved-** We don't know which programs these PSLOs are linked to. Marty will check in with LaVaughn Hart about improving the PSLOs to identify the programs and use parallel/ standard language.

### ii. Computer Information Systems

- **PSLOs-** 1.) Upon successful completion of this program, it is anticipated that students will be able to analysis a business problem and develop a solution using appropriate application software. 2.) Upon successful completion of this program, it is anticipated that students will be able create appropriate business documents including reports, letters, emails, project plans, messages, and websites, and apply standard business English including grammar, punctuation, and mechanics. 3.) Upon successful completion of this program, it is anticipated that students will be able analyze a business situation and prepare a response using appropriate business documents including reports letters, emails, and project plans that are clear, compelling, analytical, grammatically correct, and concise. 4.) Upon completion of this program, students shall be able to demonstrate a strong foundation of knowledge in computer programming, database design and administration, and computer networking. 5.) Upon completion of this program, students will be able to demonstrate clear, compelling, analytical, and concise writing to professionally describe their programming, database, and networking project and skills. 6.) It is anticipated

that upon successful completion of this certificate, students will be able to develop survey questions to determine client requirements, develop project plans that ensure client satisfaction, and demonstrate clear, concise, and analytical writing.

- **PSLOs Approved**- We don't know which programs these PSLOs are linked to. Marty will check in with LaVaughn Hart about improving the PSLOs to identify the programs and use parallel/ standard language.

**10. Good of the Order:** John Ruys stated that we are required to disaggregate our ISLO Data. We will need to start taking a look at the set standards that IPEC and Institutional Planning created.

**11. Administrative Update-** No Update

Roanna Bennie

**12. Adjournment** at 4:00pm

**13. Next Regular Meeting** (Monday, February 13th, 2017)