



STUDENT LEARNING OUTCOMES COMMITTEE MINUTES

February 14th, 2022 | 2:30pm | Via Zoom & In-Person (1681B)

Approved Minutes

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

- ❖ 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.
- ❖ Coordinate resources and provide professional development for effective online instruction and remote delivery of student support services and college processes to advance equitable student outcomes.

SLO Committee Quorum: 5

Voting Members:

Ann Hight (Chair) - P

Sue deFuniak Cumbo - P

Jennie Graham - P

Stuart McElderry - P

Elizabeth McWhorter - P

John Rosen - P

Michael Schwarz - A

Kimberly Tomlinson - A

Kristina Whalen - P

1. **Call to Order** at 2:32pm Ann Hight
2. **Review and Approval of Agenda** (February 14th, 2022) Ann Hight
Rosen/Graham/Approved
3. **Review and Approval of Minutes** (January 24th, 2022) Ann Hight
Rosen/McWhorter/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. **New Business** Ann Hight
 - Develop strategies for SAO development and assessments Ann Hight
 - Reviewed charges for Student Services; there are outcomes. When reading program reviews, she noticed some Student Services looked at timeliness, information type given, number of interactions. She spoke with several of our SAO coordinators and they were happy with it; and it is what some peer institutions are doing.
 - Ann would like to invite 1-2 SAO Coordinators to the 2/28 SLO meeting and find out what information is important to them (2 exemplary program review writers).
 - John thinks this would be helpful. And Kristina is comfortable with this approach for accreditation.
 - Reports from SLO Symposium Hight, McWhorter
 - **Highlights:** (1) *Eric Mazur's (Harvard) Keynote* – focus on 21st-century skills (i.e., critical thinking, collaboration, communication); instilled in students that failure is part of the learning process. Ann shared his name with the Professional Development Committee. (2) *Competency- Based Education, Kinda* – on the scientific method. Developed a process where the competency is worked on throughout the term. Ann shared with the Bio department. (3) *Patrick Morris* – very provocative statements that push us to think; discussed pseudoscience.
 - **Other Takeaways:** We learned to use Zoom Events (new virtual events platform); we shared LPC model learning communities' successes; and we heard that every campus faces SLO and SAO challenges. There are some good SLO training exemplars out there (Liz and Mike discussed via email; and Mike shared helpful info/links from Chabot, our sister college).

Ann Hight

- Faculty participation in assessments
 - We need to emphasize that SLO assessments *aren't an optional professional responsibility*.
 - The language in the faculty contract is confusing – it makes it seem that doing SLO assessments is an option as part of their service hours. Generally, the part-timers are not getting it.
 - John said he never had a part-timer respond that “I’m not choosing to do them.” Usually, it’s a matter of them not understanding how.
 - Stuart concurs; folks say they don’t know how. The faculty evaluation includes it; it's typically one of his comments: Lack of SLOs (program improvement tasks). Deans should be on top of this.
 - Jennie: Had 50 part-time Math instructors before – they would ask what their professional responsibilities and choices are. They don’t have full professional responsibility participation. Suggestion: There should be a check and balance /check-in with their SLO Discipline Coordinator.
 - Kristina says she is looking at this as part of the Negotiations Team.
 - We need to fine-tune the faculty contract language.
 - Ann highlighted the helpful eLumen Info & Instructions tab on the SLO page.
 - Committee members should better disseminate this to our Divisions – There are templates in the SLO Handbook too. And run Faculty Participation Reports for last term; send reminders as needed.
 - *Professional Responsibilities for All Part-Time Faculty* (Jennie shared a Faculty Contract snippet):
 - (1) Participate in program and subject area improvement tasks such as creating and assessment of Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Course SLOs (CSLOs) and Program SLOs (PSLOs), program review, and curriculum development.

- **Reports**

Ann Hight

- Chair’s Report
 - Ann contacted Curriculum Chair Erick Bell to work on a process for SLOs being included in Curriculum approval (Ann, Erick, and Liz will be meeting about it in late February.)
 - eLumen glitches are happening; we asked others to test-plan assessments. Liz filed an eLumen ticket to see what’s happening (assessments planned for the year not all there; defaults not saved).
 - Committee Charge: Ann and Liz are updating this and will bring it to the Committee next meeting.

- Administrative Report

Kristina Whalen

- AB926 conversation’s intersection with this Committee. Craig Kutil is serving i.. an advisory role on this statewide tripartite committee /single GE pattern. It brings to light the way SLOs could function as this proposal moves forward (lifelong learning, oral communications, etc.).
- Charge: We should verify this Committee is mapping to accreditation standards. She suggests a backwards map – start with the ISER and see all the instances in which SLOs are mentioned.
 - Ann will send this to the Committee as a rough draft prior to the 2/28 Committee meeting.

- Administrative Report

Stuart McElderry

- No report

7. CSLO Review

Theater Arts 1B: Theory/Practice of Acting II

- Upon completion of THEA 1B, students should be able to demonstrate the various rehearsal techniques necessary to perform specific styles of theater beyond contemporary realism.

Jennie is wondering about the consistency of “students should” vs. “the student should”

Theater Arts 25: Fundamentals of Stage Speech

- Upon completion of THEA 25, the student should be able to apply basic skills and methods of voice & speech production to prepare for a role onstage.
- Upon completion of THEA 25, the student should be able to apply elements of the International Phonetic Alphabet as a personal standard in text analysis.
- Upon completion of THEA 25, the student should be able to perform a **compelling** solo piece utilizing voice & speech techniques for greater clarity and effectiveness.
- Upon completion of THEA 25, the student should be able to speak effectively for the stage using **both** General American Stage Speech, **as well as** their distinct cultural voice and individual idiolect.

For SLO #3: Is the word “compelling” really needed?

For SLO #4: Is this 2 or 3 distinct items?

8. Good of the Order

- Jennie: She is seeking clarification on planning (missing planned assessments).
- Liz’s Item / Duplicate term: It seems that maybe one of them was available last fall. What happened?
- Ann will send out the Accreditation information (ISER) ahead of time for our review.

9. Adjournment at 3:36pm

Ann Hight

10. Next Regular Meeting: February 28th, 2022