



STUDENT LEARNING OUTCOMES COMMITTEE MINUTES

October 25th, 2021 | 2:30pm | Via Zoom

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) - Present
Kristina Whalen - Present
Stuart McElderry - Present
Sue deFuniak Cumbo - Present
Jennie Graham - Present
Robin Rehagen - Present
John Rosen - Present
Michael Schwarz - Present
Kimberly Tomlinson - Present
Elizabeth McWhorter - Present

1. Call to Order at 2:31pm

Note: Our student representative had to leave us (Thomas got a promotion in student government, has a competing meeting now).
- Liz will contact student government regarding a replacement.

2. Review and Approval of Agenda (October 25th, 2021) Ann Hight Graham/McWhorter/Approved

3. Review and Approval of Minutes (October 11th, 2021) Ann Hight Rosen/Tomlinson/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 Brown Act, the SLO Committee cannot act on these items.)

5. New Business Ann Hight

- 3-year Planning Templates
 - a. Not all departments have completed their 3-year planning templates. Please bring this up at your next divisional meeting.
 - b. After completing program review, department's may want to update their 3-year planning template to collect additional data.
 - c. All planning templates, new and revised, should be sent to Ann & Liz for posting on the SLO website.
- ISLO
 - a. Ann contacted Elizabeth Owens & Craig Kutil (Curriculum) about ISLOs. They said all the statewide changes have led to a GE pattern subcommittee and they're working on it. Per Ann, it's a good time to use examine ISLOs in the framework of our GE courses.
 - b. Liz: Add Discussion Item to Curriculum Committee Agenda for a November meeting (e.g., 11/15)
 - As we are thinking about changes to GE, the focus should start with examining the outcomes and work backwards to the course requirements.
 - c. ISLOs are assessed indirectly by student surveys
 - Reviewed student satisfaction survey and graduation surveys from Fall '18 survey
 - Rajinder was working on the graduation survey given Spring 2021
 - Student Satisfaction Survey Methodology: Given every other fall in person. Courses are randomly selected except for DE or short courses. Skews towards FT students. 30-min. survey.
 - The ISLO questions examine student's progress *as a result of being at LPC?* Instructions might not be 100% clear.
 - Committee discussed the data and brainstormed possible ways to improve the surveys.
 - Ann will present ISLO survey results at the upcoming Town Meeting.

Indirect Assessment defined:

The gathering of information through means other than looking at actual samples of student work. This includes surveys, exit interviews, and focus groups.

> Results of the survey:

http://www.laspositacollege.edu/research/docs/surveys/grad_survey/GradSurv2018_RESULTS.pdf

6. Reports

- Chair's Report Ann Hight
 - Attended a SLO workshop last Friday that covered equity in assessments and using a mastery approach.
 - Part-time discipline coordinators are overworked so Ann will support them by serving as an ad hoc SLO coordinator as needed.
- Administrative Report Kristina Whalen
 - Headed to CIO statewide convening for the rest of the week. She will report back what has been percolating at the state level.
 - At the last Board meeting, there was a great presentation on the Brown Act where a resolution was adopted regarding the ability for shared governance committees to continue meeting virtually into 2022.
 - Last call: Please review ISER, especially the portions covering SLOs before the ISER moves forward.
- Administrative Report Stuart McElderry
 - No report at this time.

7. CSLO ReviewHealth and Social Justice

- Upon completion of Health 11, students will be able to discuss disparities in health outcomes in the United States. **Approved**
- Upon completion of Health 11, students will 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.
 - Send back for clarification
- Upon completion of Health 11, students will 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.
 - Send back to simplify wording

Shakespeare

- Upon completion of THEA 54, the student should be able to create an accurate and personal paraphrase of Shakespeare's text. **Approved**
- Upon completion of THEA 54, the student should be able to identify essential repeated sounds in a text and articulate and embody how these point to a character's active and emotional state. **Approved**
- Upon completion of THEA 54, the student should be able to scan Shakespearean verse to identify rhythm (including iambic pentameter, trochaic meter, feminine endings) and articulate and embody how these changes in rhythm inform the character's state of mind. **Approved**
- Upon completion of THEA 54, the student should be able to score Shakespearean text to identify major punctuation and rhetorical devices (including figures of balance, repetition, contraction, and expansion) and articulate and embody how these strategies inform a character's thought process. **Approved**

Acting for the Camera I

- Upon completion of THEA 56, student should be able to implement and evaluate single-camera acting techniques for film and television. **Approved**
- Upon completion of THEA 56, the student should be able to list and locate casting breakdowns, understand explain union affiliations, and consider representation.
 - Send back for clarification
- Upon completion of THEA 56, the student should be able to recognize and define camera and on-set terminology and vocabulary. **Approved**

8. Good of the Order

- Clarification for reports to divisions: Ensure all departments have turned in 3-year planning template and have an opportunity to revise their template as needed.
- Liz: Contact LPCSG to request a new SLO student representative.

9. Adjournment at 3:56pm

Ann Hight

10. Next Regular Meeting: November 8th, 2021