



## STUDENT LEARNING OUTCOMES COMMITTEE AGENDA

April 25<sup>th</sup>, 2022 | 2:30pm | Via Zoom & in-person 1681B

### Approved Agenda

#### 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)  
Sue deFuniak Cumbo  
Jennie Graham  
Stuart McElderry  
Elizabeth McWhorter  
John Rosen  
Michael Schwarz  
Kimberly Tomlinson  
Kristina Whalen

- 1. Call to Order** Ann Hight
- 2. Review and Approval of Agenda (April 25<sup>th</sup>, 2022)** Ann Hight
- 3. Review and Approval of Minutes (March 28<sup>th</sup>, 2022)** Ann Hight
- 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
  - SLO section for Program Review and SLO-specific questions for readers
  - Approval of SLOs during the Curricular process
- 6. Reports**
  - Chair's Report Ann Hight
  - Administrative Report Kristina Whalen
  - Administrative Report Stuart McElderry
- 7. CSLO Review** All

#### BUSN 45: Entrepreneurship:

- Upon completion of this course, the student should be able to analyze why creativity and innovation are such an integral part of entrepreneurship.
- Upon completion of this course, the student should be able to assess or identify their readiness/ability/aptitude for entrepreneurship
- Upon completion of this course, the student should be able to, create a lean business model.
- Upon completion of this course, the student should be able to, create a lean business model.
- Upon completion of this course, the student should be able to, describe the entrepreneur life and the skills, motivation, and aptitude required for being a happy, passionate, and successful entrepreneur.

#### GDDM 57: Branding and Identity Design:

- Upon successful completion of GDDM 57, students will be able to identify and understand the collaborative nature of the design process and the multiple areas of focus and/or specialization required to create professional design work, including project management, art direction,

lead design, art production, as well as the outside talents such as writing, photography, illustration and calligraphy.

## HORT:

- Upon completion of this course students will be able to identify and use basic landscape and garden tools, and the PPE associated with them.

## 8. CSLO Review for Proposed Courses

### ETHS 1: Introduction to Ethnic Studies:

- Upon completion of ETHS 1, the students should be able to identify major concepts and theories of ethnic studies.
- Upon completion of ETHS 1, the students should be able to apply standpoints of Native American, African American, Asian and Pacific Islander American, and Chicana and Latina American communities to describe their lived experiences and struggles.
- Upon completion of ETHS 1, the students should be able to critically analyze the intersection of race and ethnicity with other forms of social differences.
- Upon completion of ETHS 1, the students should be able to evaluate active engagement with anti-racist and anti-colonial social justice movements.
- Upon completion of ETHS 1, the students should be able to produce a document that analyzes the lived experiences and struggles of a racial and ethnic community by applying major theories and concepts of ethnic studies.

### ETHS 10: Introduction to African American and Black Studies:

- Upon completion of ETHS 10, the students should be able to identify major concepts and theories of ethnic studies.
- Upon completion of ETHS 10, the students should be able to apply standpoints of African American communities to describe their lived experiences and struggles.
- Upon completion of ETHS 10, the students should be able to critically analyze the intersection of race and ethnicity with other forms of social differences in African American communities.
- Upon completion of ETHS 10, the students should be able to evaluate active engagement with anti-racist and anti-colonial social justice movements in African American communities.
- Upon completion of ETHS 10, the students should be able to produce a document that analyzes the lived experiences and struggles of African American communities by applying major theories and concepts of ethnic studies.

### ETHS 20: Introduction to Asian and Pacific Islander American Studies:

- Upon completion of ETHS 20, the students should be able to identify major concepts and theories of ethnic studies.
- Upon completion of ETHS 20, the students should be able to apply standpoints of Asian and Pacific Islander American communities to describe their lived experiences and struggles.
- Upon completion of ETHS 20, the students should be able to critically analyze the intersection of race and ethnicity with other forms of social differences in Asian and Pacific Islander American communities.
- Upon completion of ETHS 20, the students should be able to evaluate active engagement with anti-racist and anti-colonial social justice movements in Asian and Pacific Islander American communities.

- Upon completion of ETHS 20, the students should be able to produce a document that analyzes the lived experiences and struggles of Asian and Pacific Islander American communities by applying major theories and concepts of ethnic studies.

### ETHS 30: Introduction to Chicanx and Latinx Studies:

- Upon completion of ETHS 30, the students should be able to identify major concepts and theories of ethnic studies.
- Upon completion of ETHS 30, the students should be able to apply standpoints of Chicanx and Latinx American communities to describe their lived experiences and struggles.
- Upon completion of ETHS 30, the students should be able to critically analyze the intersection of race and ethnicity with other forms of social differences in Chicanx and Latinx American communities.
- Upon completion of ETHS 30, the students should be able to evaluate active engagement with anti-racist and anti-colonial social justice movements in Chicanx and Latinx American communities.
- Upon completion of ETHS 30, the students should be able to produce a document that analyzes the lived experiences and struggles of Chicanx and Latinx American communities by applying major theories and concepts of ethnic studies.

### ETHS 40: Introduction to Native American and Indigenous Studies:

- Upon completion of ETHS 40, the students should be able to identify major concepts and theories of ethnic studies.
- Upon completion of ETHS 40, the students should be able to apply standpoints of Native American communities to describe their lived experiences and struggles.
- Upon completion of ETHS 40, the students should be able to critically analyze the intersection of race and ethnicity with other forms of social differences in Native American communities.
- Upon completion of ETHS 40, the students should be able to evaluate active engagement with anti-racist and anti-colonial social justice movements in Native American communities.
- Upon completion of ETHS 40, the students should be able to produce a document that analyzes the lived experiences and struggles of Native American communities by applying major theories and concepts of ethnic studies.

## 9. PSLO Review

All

### Civil/Mechanical Engineering:

- Upon completion of the AS in Civil/Mechanical Engineering, students are able to apply fundamental principles from mathematics, science and engineering to solve a civil/mechanical engineering-related problem.

## 10. Good of the Order

Ann Hight, Liz McWhorter

- The last day to enter new SLOs into eLumen is Wednesday, May 4<sup>th</sup>.
- The next academic term ('22-23) is the end of the 3-year planning cycle.

## 11. Adjournment

## 12. Next Regular Meeting: May 9<sup>th</sup>, 2022 (last meeting of the semester)