



Student Learning Outcomes Committee

Approved Minutes

October 24, 2022 | 2:30 PM | Room 2414 & Zoom

This is a hybrid meeting, Room 2414 & Zoom

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

- ❖ 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.

SLO Committee Quorum:

Voting Members:

- John Rosen (SLO Chair; BSSL) - P
- Liz McWhorter (SLO Support) - P
- Kimberly Burks (Student Services) - A
- Jennie Graham (STEM) - P
- Stuart McElderry (Dean, BSSL) - P
- Karin Spirn (A&H) - P
- Kristina Whalen (VP) - P

Guests: Brian Hagopian

- Call to Order** at 2:34 pm John Rosen
- Review and Approval of Agenda** John Rosen
- McElderry/Graham/Approved**
- Review and Approval of Minutes** John Rosen
- (October 10, 2022)
- Graham/McElderry/Approved**

Public Comment (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.)

Reports

- **Chair's Report** John Rosen
 - > FLEX Day SLO session recap
 - Spring FLEX Day: Need to focus on 3 Year Plan
 - > 11/09: Program Review Readers Meeting
 - John is proposing that we attend this vs. the early Nov SLO Meeting, as we SLO members are serving as PR readers (Next SLO Committee Meeting: 11/28)
- **Administrator's Report** Kristina Whalen
 - > Just returned from CIO conference
 - Met ACCJC President. She left with a greater understanding of the way the ACCJC standards have changed and what informed the changes. Learning Resource Services: Library not mentioned in the standards at all at the time, but now it exists in 1. Student focus – seeing this with greater clarity.
 - The equity focus is worth noting too – LPC is ahead of the game (See equity-focused work in our mission statement).
 - How to get at equity best / especially considering the possibility of using a new tool
- **Administrator's Report** Stuart McElderry
 - No report

Demo (3:00-3:30 pm) - CurricUNET Meta CurricUNET staff

- Focus on assessment / tools for collecting & disaggregating data
- Highly configurable platform / customized for the campus
- *KW: CRN-level student data imported by exemplar institution. The dropdown that shows section-level data / you can see whether each student has met the SLO.*
- *JG: Aggregate happens after each faculty member has entered section-level data*
- Questions are customizable. They look at what your process currently is; and they develop a template for each level (CSLO, PSLO, etc.).
- Nancy will share a diagram with us & disaggregated report example.

- Dynamic response: Check a box and you can add more info. Other clients have a table and they can add what the resources are, budget-line, etc.
- JG: *What's the level of disaggregation?*
 - > Per Nancy: It would be customizable enough so that we could disaggregate for them. As long as we're collecting the data and we have the appropriate identifiers, we could customize.
- An Excel or CSV can be created to help us produce our graphs and charts.
- JG: *How does planning assessments look?*
 - > Per Nancy: You don't have to plan assessments first. If a course is in here, it can be assessed.
- JG: *Is it possible to import data from a different platform into this platform so we don't lose data?*
 - > Per Nancy: Chances are they can import it. It's about the ability to map the data.
- JG: *Can we customize course instruction modality etc.?*
 - > Per Nancy: Yes.
- KS: *There may be an interest for Program Review too (They've been seeking an online tool).*

Discussion Items

CSLO Checklist
(second look)

John Rosen, Committee Members

- > JG: Do we want to add a "If No – Please feel free to reach out to a Committee Member?"
 - Also: Add a link to sample SLOs, link to the SLO Handbook
 - And add contact info for Liz & John
- > KS's input:
 - Add a link to Bloom's Taxonomy too
 - Is it measurable? → Add "Can it be assessed?"

First Readings

Course SLOs

APMT 51 (Boatworks 101 Yacht Electrical Systems)

~~It is intended that~~ Upon completion of APMT 51, students ~~who successfully complete this course~~ will ~~be able to:~~

- A. Be able to locate faults using a voltmeter ~~to locate faults.~~
- B. Be able to determine the proper wire size for an installation.
- C. Be able to ~~discuss~~ the common principles of Craftsmanship.
(Describe/explain to replace "discuss")

APMT 52 (Boatworks 101 Yacht Propulsion Systems)

It is intended that students who successfully complete this course will be able to:

- A. Be able to identify components of a marine diesel engine.
- B. Be able to perform an engine oil change.
- C. Be able to discuss the common principles of Craftsmanship.

APMT 53 (Boatworks 101 Yacht Craftmanship Lab)

~~It is intended that~~ students ~~who successfully complete this course~~ will be able to:

- A. Upon completion of this course, student will be able to replace an alternator.
- B. Upon completion of this course, student will be able to perform a compression test.
- C. Upon completion of this course, student will be able to perform a cylinder balance test.

APMT 94 (Work Experience - Marine Technology Apprenticeship)

It is intended that students who successfully complete this course will be able to:

- A. Upon completion of APMT 94, the student should be able to execute workplace tasks established by the supervisor and instructor.
- B. Upon completion of APMT 94, the student should be able to describe professional workplace skills.
- C. Upon completion of APMT 94, the student should be able to write a professional résumé that includes work experience completed during the course.

Brian Hagopian presenting.

Committee Comments:

- JG: They should all look like APMT 94 (Upon completion of APMT 94...).

Second Readings

Course SLOs

APCT 5ALB (Teamsters 5 Axle and Low Bed Driver)

Upon completion of this course, student will be able to:

- A. Upon completion of this course, student will be able to describe job site safety applications.
- B. Upon completion of this course, student will be able to summarize and evaluate collective bargaining agreements.
- C. Upon completion of this course, student will be able to explain Teamster labor history.
- D. Upon completion of this course, student will be able to identify Teamster labor jurisdictions.

APCT BTOS (Teamsters Oil Spreader, Booster, and Tank Truck Driver)

Upon completion of this course, student will be able to:

- A. describe job site safety applications.
- B. summarize and evaluate collective bargaining agreements.
- C. explain Teamster labor history
- D. identify Teamster labor jurisdictions.

APCT DTWA (Teamsters Construction Truck Driver with or without Articulation)

Upon completion of this course, student will be able to:

- A. describe job site safety applications.
- B. summarize and evaluate collective bargaining agreements.
- C. explain Teamster labor history
- D. identify Teamster labor jurisdictions.

APCT MWFL (Teamsters Mechanical Warehouseman/Forklift)

Upon completion of this course, student will be able to:

- A. describe job site safety applications.
- B. summarize and evaluate collective bargaining agreements.
- C. explain Teamster labor history
- D. identify Teamster labor jurisdictions.

APCT OFTD (Teamsters On/Off Road Fuel Truck Driver)

Upon completion of this course, student will be able to:

- A. describe job site safety applications.

- B. summarize and evaluate collective bargaining agreements.
- C. explain Teamster labor history
- D. identify Teamster labor jurisdictions.

APCT STWP (Teamsters Water Truck and Water Pull Operator)

Upon completion of this course, student will be able to:

- A. describe job site safety applications.
- B. summarize and evaluate collective bargaining agreements.
- C. explain Teamster labor history
- D. identify Teamster labor jurisdictions.

APCT TEPR (Teamsters Construction Test Preparation)

Upon completion of this course, student will be able to:

- A. describe job site safety applications.
- B. summarize and evaluate collective bargaining agreements.
- C. explain Teamster labor history
- D. identify Teamster labor jurisdictions.

APCT TTTD (Teamsters Construction Tractor-Trailer Truck Driver, Snow Cat)

Upon completion of this course, student will be able to:

- A. describe job site safety applications.
- B. summarize and evaluate collective bargaining agreements.
- C. explain Teamster labor history
- D. identify Teamster labor jurisdictions.

Informational Items

Liz McWhorter

- **10/28**
 - > LPC Summit hosted by eLumen [precon] (10:30-11:30 am, in-person, free)
 - *If you'd like to attend, please let Liz know by 10/25 at noon.*
 - > eLumen Community Workshops: NorCal, hosted by/at LPC (1-4 pm, in-person, free)
 - Pre-Registration [here](#)
- **By appointment** Continuing SLO Coaching

Good of the Order

Adjournment at 4:30 pm

John Rosen

Next Regular Meeting: November 28, 2022