



Student Learning Outcomes Committee

Approved Agenda

August 28, 2023 | 2:30 PM | Room 21147 + Zoom for Guests

This meeting is in-person in Room 21147.

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)
Liz McWhorter (SLO Support)
Kimberly Burks (Student Services)
Jennifer Decker (STEM)
Stuart McElderry (Dean, BSSL)
Tom Orf (Interim Dean, STEM)
Karin Spirn (A&H)
Marsha Vernoga (PATH)
Nada Ibrahim (Student Rep)

Guests: Danielle Bañuelos, Jennie Graham

Call to Order

John Rosen

Review and Approval of Agenda

John Rosen

Review and Approval of Minutes

John Rosen

(May 8, 2023)

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 discuss or act on items not on the agenda.)

Welcome, New SLO Committee Members!

Reports

- Chair's Report
- Administrator's Report

John Rosen
Stuart McElderry

CSLO Reviews

First Readings

ECE 62 (Child, Family and Community)

- Upon completion of ECE 62, students will be able to explain socialization of the child focusing on the interrelationship of family, culture, teachers and the community.
- Upon completion of ECE 62, students will be able to describe strategies for collaboration with families to support children's development and learning that are respectful, reciprocal, engaging, and encourage family involvement.
- Upon completion of ECE 62, students will be able to identify community resources to support children and their families.
- Upon completion of ECE 62, students will be able to give examples of using family information to create a culturally and linguistically appropriate learning environment.

KIN 3 (Sport in Films & Documentaries)

Upon completion of KIN 3, the student should be able to:

- Demonstrate critical reflection on the use of tropes and clichés in sports movies by incorporating broad subject knowledge and perspectives.
- Distinguish the 5 disparate types of sports documentaries (expository, observational, participatory, reflexive, and performative) and analyze why and how they are used.
- Identify theoretical strategies for critically analyzing sports movies and documentaries (e.g. analyzing content, recognizing themes and uses of metaphor or symbolism, describing plot and subplot in narrative, etc.).

KIN PIC1 (Pickleball 1)

Upon completion of KIN PIC1, the student should be able to:

- A. Apply technical skills by demonstrating when and how to manipulate groundstrokes, execute volleys and disguise dinks.
- B. Demonstrate critical reflection, incorporating a broad subject knowledge of pickleball rules pertaining to when and how to move to the NVZ line.
- C. Conduct a research project which applies Badura's (1986) Self-Efficacy model and how to apply it to build confidence for pickleball.

KIN PIC2 (Pickleball 2)

Upon completion of KIN PIC2, the student should be able to:

- A. Apply technical skills by demonstrating when and how to disguise drop shots, execute smashes and implement lob shots.
- B. Demonstrate critical reflection, incorporating a broad subject knowledge of when and how to utilize pickleball singles strategies.
- C. Conduct a research project which applies Dweck's Self Theory to pickleball performance

KIN PIC3 (Pickleball 3)

Upon completion of KIN PIC3, the student should be able to:

- A. Apply technical skills by demonstrating when and how to execute spin shots and disguise your service return.
- B. Demonstrate critical reflection, incorporating a broad subject knowledge of when and how to utilize pickleball doubles strategies.
- C. Conduct a research project which applies Attribution Theory to pickleball performance.

KIN PIC4 (Pickleball 4)

Upon completion of KIN PIC4, the student should be able to:

- A. Distinguish various volleys by demonstrating when and how to execute punch volleys, block volleys and drop volleys.
- B. Demonstrate critical reflection, incorporating a broad subject knowledge of attacking strategies incorporating the counter-attack and when to reset.
- C. Conduct a research project which applies imagery/visualization to enhance pickleball performance.

KIN YO3 (Yoga 3)

- A. Upon completion of KIN YO3, students should be able to create and demonstrate a logical flow of yoga poses.
- B. Upon completion of KIN YO3, students should be able to name in both English and Sanskrit 4 intermediate/advanced yoga poses.

KIN YO4 (Yoga 4)

- A. Upon completion of KIN YO4, students should be able to describe the eight limbs of Yoga using proper Sanskrit terminology.
- B. Upon completion of KIN YO4, students should be able to demonstrate an intermediate/advanced yoga pose with proper alignment and appropriate breathing technique.

MUS 145 (Piano Technology 1)

- A. Upon completion of MUS 145, the student will be able to tune upright and grand pianos at a basic level using industry standard equipment.
- B. Upon completion of MUS 145, the student will be able to make basic repairs to upright and grand pianos.
- C. Upon completion of MUS 145, the student will be able to voice a piano at a basic level.

MUS 146 (Piano Technology 2)

- A. Upon completion of MUS 146, the student will be able to tune upright and grand pianos at an intermediate level using industry standard equipment.
- B. Upon completion of MUS 146, the student will be able to make intermediate repairs to upright and grand pianos.
- C. Upon completion of MUS 146, the student will be able to voice a piano at an intermediate level.

NAUT A8 (Engine Performance)

- A. Upon completion of NAUT A8, the student should be able to apply emission safety precautions.
- B. Upon completion of NAUT A8, the student should be able to read and interpret scanner data.

NAUT AMPL (Automotive Audio System Building Lab)

- A. Upon completion of NAUT AMPL, the student should be able to install a subwoofer and tune it.

NAUT AMPZ (Automotive Audio System Building)

- A. Upon completion of NAUT AMPZ, the student should be able to evaluate different audio options for their personal vehicle.

PSLO Reviews

First Readings

Piano Technology CA

- A. Upon completion of Piano Technology Certificate of Achievement, the student will be able to tune, voice, regulate, and repair upright and grand pianos using industry standard equipment in a reasonable amount of time.
- B. Upon completion of Piano Technology Certificate of Achievement, the student will be able to pass the Registered Piano Tuner certification through the Piano Technicians Guild with an appropriate level of practice.

Discussion Items

- Goals for AY 23-34
- Fall '23 FLEX Day

Informational Items

SLO Coaching

By appointment, via Zoom or in-person (Contact John or Liz)

Friday SLO Talks

Free Registration: **Zoom Meeting Registration Link**

- Sept. 22 @ 10a-12p: SLO Coordinators' Training

Good of the Order

- Liz's Fall leave & Danielle's assistance while Liz is gone Liz McWhorter
- Friday SLO Talks: AI & Assessment
 - Are any LPC faculty interested in presenting on this topic?
 - Jarek: "If you have any faculty who already work with AI in the realm of assessment of student learning, please send them my way and I would be happy to give them space to present."

Adjournment

Next Regular Meeting: September 11, 2023