



# Student Learning Outcomes Committee

## Draft Minutes

November 25, 2024 | 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 24-25 Quorum: 5

### Voting Members:

John Rosen (Chair; BSSL) – P  
Vacant (SLO Support) - A  
Kimberly Burks (Student Services) – P (Z\*)  
Jennifer Decker (STEM) - P  
Stuart McElderry (Dean, BSSL) - P  
Julia McGurk (A&H) - P  
Abigail Brandel (Student Rep) – P (Z\*)

### Guests:

Jenny Graham – P  
Anela Schenole – P  
Jill Oliveira - P

\* Zoom Attendance

### 1. Call to Order at 2:35pm

John Rosen

### 2. Review and Approval of Agenda

John Rosen

**McGurk/McElderry/Approved**

### 3. Review and Approval of Minutes (10/14/2024) John Rosen

**Decker/McElderry/Approved**

**4. 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.)

### 5. Reports

- Chair's Report John Rosen
  - **WRKX 94 and WRKX 95 - SLOs discussed with Mary Lauffner. She relayed that the format as is is important for relationships with employers. Left as is.**
- Administrator's Report Stuart McElderry
  - **N/A**

### 6. SLO Reviews

#### 6.1 New Courses/New CSLOs

- **APWX 94 APPRENTICESHIP WORK EXPERIENCE**
  - A. Demonstrate competencies for effective and competitive workforce performance in the apprenticeship program.
  - B. Describe professional work skills in the workplace.

**Committee Comments:**

**No revisions.**

- **DANC 7A Dance Composition Fundamentals/Beginning**
    - A. Construct dance compositions communicating a specific idea at an introductory level.
    - B. Construct dance compositions with a defined structure at an introductory level.
    - C. Construct engaging and original dance compositions.
- No revisions.**

- **NESL 260 INTRODUCTION TO ACHIEVEMENT IN COMMUNITY COLLEGE FOR ESL STUDENTS**

- A. Upon completion of NESL 260, the student should be able to identify which resources will help them succeed in ESL classes at LPC.  
**John will remove "Upon completion of COURSE..." for all NESL SLOs.**
- **NESL 261 - Achievement in Community College for ESL Students 1**
- A. Upon completion of NESL 261, the student should be able to identify their learning styles and self-advocate.
- **NESL 262 - Achievement in Community College for ESL Students 2**
- A. Upon completion of NESL 262, the student should be able to identify the various degrees and certificates offered at LPC and create a student education plan.  
**JR – Does "to help ensure student success and commitment" necessary?**  
**JM – No, doesn't need to be there.**
- **NESL 263 - Achievement in Community College for ESL Students 3**
- A. Upon completion of NESL 263, the student should be able to articulate professional goals.
- **GDDM 10 3D MODELING AND ANIMATION**
- A. Understand the importance of 3D modeling and animation as a medium in historical and contemporary practices.  
**KB – Do we want to use understand? Use explain or summarize instead.**
- B. Understand 3D workflow, and how to take a shot from design to final render.  
**KB – Two outcomes in one?**  
**JM – Take a shot from design to final render is the workflow is how I understood it. If 3D workflow is one thing change to "by taking a shot from design to final render."**  
**JR – Explain or demonstrate the 3D workflow.**
- C. Incorporate elements of storytelling and character development into a scene.
- D. Apply traditional principles of animation (anticipation, follow through, squash & stretch, easing, timing) to produce a believable performance. Convey convincing weight, timing, and attitude in body mechanics in animation.  
**JR – Remove list after animation. Is "Convey convincing weight, timing..." a different outcome?**
- E. Develop related media skills relevant to animation, such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding **and** script writing.  
**JR – Avoid examples.**
- F. Use 3D modeling software to create original artwork for animation.
- **GDDM 12 2D ANIMATION**
- A. Critically analyze **and refine their own animation work based on self-evaluation and peer feedback.**, as well as examples of animation from the larger media culture; ~~Refine their own work based on critical feedback and self-evaluation;~~ Collaborate with peers in the development and execution of animations.

**JR – Are these two or three SLOs? There's too much going on.**

KB – First two sentences are related. Critical feedback would have to be removed. Self-evaluation can go with the first part of SLO.

JD – Make “Collaborate with peers in the development and execution of animations.” it’s own SLO.

- B. Understand the role of animation as a medium within both historical and contemporary art practices.

JR – Change verb from Understand to Explain?

- C. Create original animated artworks using a variety of methods.

JR – Are using a variety of methods different than principles? We will get clarification.

KB – I think this is original animations, where the following utilizes other works.

JD – Create original animated artworks using principals of animation. Combine SLOs C and D and remove list.

- D. Identify and incorporate principles of animation into their animation projects: Squash and stretch, Anticipation, Staging, Straight-ahead action and pose-to-pose, Follow through and overlapping action, Slow in and slow out, Arc, Secondary action, Timing, Exaggeration, Solid drawing, Appeal.

- E. Develop ~~related~~ media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing.

JR – Avoid List.

- **LGBT 3 Transgender Lives**

- A. Upon completion of LGBT 3, students will be able to explain the social, economic, political, intellectual, and cultural contributions of gender diverse people of the past and present.
- B. Upon completion of LGBT 3, students will be able to explain how gender identity combines with nationality, race and ethnicity, religion, social class, and physical ability to shape the experiences of LGBTQ+ individuals.
- C. Upon completion of LGBT 3, students will be able to synthesize the relationships between epistemological frameworks used in LGBTQ+ studies and those used in other areas (i.e. Queer Theory, Feminist Theory, and Critical Theory).
- D. Upon completion of LGBT 3, students will be able to compare and contrast the key methodologies utilized in LGBTQ+ studies.

JR – These are the same as the PSLOs that were submitted but never approved. Table until next meeting.

- **NMUS 245 Chamber Choir for Older Adults**

- A. Upon completion of MUS 245, the student will be able to demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
- B. Upon completion of NMUS 245, the student will be able to demonstrate improvements in advanced rhythms, intonation, overall musicianship, and ability to carry one’s part singing within an ensemble.
- C. Upon completion of NMUS 245, the student will be able to demonstrate successful ensemble methods, adhering to director’s instructions.

JR – Remove “Upon completion of”.

No other comments.

- **NMUS 246 Vocal Jazz Ensemble for Older Adults**

- A. Demonstrate overall musicianship and ability to carry one's part singing within an ensemble.
- B. Demonstrate understanding of the performance sound system, including safe set-up, take-down, and operation.
- C. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
- D. Perform solo improvisation using appropriate syllables and articulations.

No comments.

## 6.2 Modified/Revised CSLOs

- **ARHS 3 Arts of Africa, Oceania, and Indigenous North Americas**

- A. Examine the effect cultural context has on artistic production
- B. Recognize and describe the influence that materials and techniques have on the creative process
- C. Analyze terminology used in art history and criticism

JR – Add periods. Are they analyzing terminology or are students defining or using terminology?

No other comments.

- **BIO 29D - Independent Study, Biology**

- A. Produce high quality dissections (prosections) and be able to identify anatomical structures in a human cadaver in a responsible and safe environment.

No comments.

- **CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)**

- A. Demonstrate an understanding of how to design, secure, operate, and troubleshoot enterprise networks.
- B. Demonstrate an understanding of wide area network (WAN) technologies, quality of service (QoS) mechanisms, and software-defined networking (SDN) concepts.

JR – Change demonstrate an understand. What are you assessing?

KB – There are a lot outcomes. Are they doing this or are they learning about best practices related to each one? How much do they need to know related to the certification.

- **ENGR 26 Computational Methods for Engineers and Scientists**

- A. Apply a top-down design methodology to develop computer algorithms.
- B. Use MATLAB to analyze and visualize data.
- C. Create a MATLAB program utilizing numerical analysis techniques to solve an engineering related problem.

JD – Updated to match C-ID to hopefully aid in articulation with 4 year universities.

- **ETHS 20 Introduction to Asian ~~and Pacific Islander~~ American Studies**

- A. Critically analyze the intersection of race and ethnicity with other forms of social differences in Asian American communities.
- B. Evaluate active engagement with anti-racist and anti-colonial social justice movements in Asian American communities.

JR – Minor change. Changed name of course and updated SLOs to reflect.

- **HORT 52 - Spring Plant Material Identification**

- A. Identify Spring landscape plants by their botanical and common names.
- B. Choose appropriate plants based on their climatic needs.
- C. Select the proper care and maintenance of landscape plants.

No comments.

- **INTD 20 History of Interiors/Furnishings**

- A. Upon completion of INTD 20, students ~~will be able to create a project that reflects the furniture style of a particular time period. have gained further insight about a particular time period by presenting a project that reflects furniture style of that era.~~

JR – Remove “Upon completion of”.

KB – Are they creating their own piece of furniture?

- **INTD 47 - Professional Practices**

- A. Upon completion of INTD 47, students will be able to create a strategic proposal for operating a business or applying for a job.

JR – Remove “Upon completion of”.

No comments.

- **Mus 1 Introduction to Music**

- A. Upon completion of MUS 1, the student will be able to outline the broad history of music in the Western Art Music tradition, both sacred and secular.

JR – Remove “Upon completion of”.

No comments.

- **PHTO 66 Digital Imaging**

- A. Apply intermediate level functions found in image editing and image processing software.

No comments.

- **SOC 29 Independent Study, Sociology**

- A. ~~Students will be able to develop their own student learning outcomes will be decided individually with faculty consultation.~~

### 6.3 New PSLOs

- **Achievement in Community College for ESL Students - Certificate of Competency**

- A. Upon completion of the Success in Community College for ESL Students Program, the student should be able to establish short and long-term academic and professional goals.
- B. Upon completion of the Success in Community College for ESL Students Program, the student should be able to confidently complete ESL or NESL courses.

JM – Creating this certificate to help a specific student who has an elementary level education in their home country. Now looking at it, even though this is the overall objective of the certificate, there is no way to measure this.

- C. Upon completion of the Achievement in Community College for ESL Students Program, the student should be able to confidently access resources and services at Las Positas College.

- **PHYSICAL THERAPY AIDE - CERTIFICATE OF ACHIEVEMENT**

- Perform the duties of a physical therapy aide in a safe manner that minimizes risk to patients, self, and others.
- Demonstrate proper use of assistive/supportive devices, modalities, and specialized equipment.
- Apply the education, training, and hands on experience needed to enter the Physical Therapy field in the workforce.
- Assist in administering treatment plans under direct supervision of the Physical Therapist and/or Physical Therapy Assistant.

**Committee Comments**

AS – Will launch in Fall 2025.

JR – All looks good. No other committee comments.

- **Modern Policing - Associate of Science Degree**

- Analyze the key concepts/theories of past and current practices of law enforcement in the criminal justice system.
- Effectively and ethically apply analytical and critical thinking skills to evaluate and assess law enforcement interactions with multicultural communities, the American justice system, and the impact of the law and legal system on traditionally marginalized or minoritized communities and individuals.

JR – There are a lot of things happening. Last clause seems like outcome of course. Split up into two outcomes.

JM – So much going on that it is hard to edit. How are they going to assess this?

- Define and recognize the fundamental duties, obligations, and philosophies of a multicultural society and the importance of social justice in the criminal justice system, and law enforcement profession.

JR – First recognize and then define.

JM – Reading as two different entities – justice system (courts) and law enforcement.

#### 6.4 Modified/Revised PSLOs

- **Engineering Technology - Associate of Science Degree**

A. Upon completion of this program, students are able to apply fundamental principles from mathematics, science and engineering to solve an engineering technology related problem.

B. Upon completion of this program, students are able to set up appropriate laboratory equipment, collect and analyze data, draw conclusions and clearly communicate results.

C. Upon completion of this program, students are able to use a variety of technological tools to solve engineering technology related problems.

JD – These are the original PSLOs.

~~A. Upon completion of this program, students are able to use a variety of technological tools to solve engineering technology problems.~~

~~B. Upon completion of this program, students are able to set up appropriate laboratory equipment, collect and analyze data, draw conclusions, and clearly communicate results. [Not Changed]~~

~~C. Upon completion of this program, students are able to use a variety of technological tools to solve software engineering technology problems.~~

- **Film Studies Associate of Arts Degree**

- A. Upon completion of this program, students are able to analyze film form and content using the major approaches of film criticism.
- B. Upon completion of this program, students are able to create a short film, incorporating general knowledge of film production (e.g. narrative, mise-en-scene, cinematography, acting, editing, and film sound).
- C. Upon completion of this program, students are able to describe the historical development of filmmaking and identify major historical film styles.
- D. Upon completion of this program, students are able to describe the impact of film on modern media and culture.

No comments.

- **Film Studies – Certificate of Achievement**

- A. Upon completion of this program, students are able to analyze film form and content using the major approaches of film criticism.
- B. Upon completion of this program, students are able to create a short film, incorporating general knowledge of film production (e.g. narrative, mise-enscene, cinematography, acting, editing, and film sound).
- C. Upon completion of this program, students are able to describe the historical development of filmmaking and identify major historical film styles.
- D. Upon completion of this program, students are able to describe the impact of film on modern media and culture.

No comments.

- **Emergency Medical Sciences - Associate of Science Degree**

- A. Upon successful completion of this program, students are able to use critical thinking skills to confidently and effectively manage emergency situations.

JM – Does confidently get analyzed?

JR – Think of confidently is time based.

- B. Upon successful completion of this program, students are ~~be~~ able to select and administer the appropriate drug for an identified emergent condition according to local and national protocol and evaluate the **patient's** response to the therapy.

KB – There are no courses about administering drugs. Wasn't in the old outcomes.

JR – Maybe they are creating curriculum to reflect these changes. Will check with the person who created the curriculum.

- C. Upon successful completion of this program, students are able to establish a therapeutic and culturally appropriate patient relationship using professional communication.

- **Paramedic Sciences - Certificate of Achievement**

- A. Upon successful completion of this program, students are able to establish a therapeutic and culturally appropriate patient relationship using professional communication.
- B. Upon successful completion of this program, students are able to select and administer the appropriate drug for an identified emergent condition according to local and national protocol and evaluate the patients response to the therapy.

- C. Upon successful completion of this program, students are able to use critical thinking skills to confidently and effectively manage emergency situations.

See above notes.

## 6.5 NEW SAOs

- **EOPS/CARE**

- As a result of participating in EOPS, students will meet with a counselor to develop a comprehensive student education plan by the end of their first semester in the program.
- As a result of participating in EOPS, students will complete degrees and/or certificates within 70 units (exceptions made for high unit majors).

JO – Created new SAOs to get in alignment with program plan Project 2030. EOPS deliverable is to create SEP after the second semester, so some tension there.

JR – Simple and easy to measure.

- **Library**

- Library Support and Success:** Students who engage with library services at least once per semester will demonstrate higher course success rates compared to peers who do not use these services
- Library Support and Persistence:** Students who engage with library services at least once per semester will have higher retention rates compared to those who do not utilize these services.

JG - Does library have way to capture this data? Focus on maybe a specific library service? Huge IR lift to run this data.

JR – Create a student survey based on self reflection. What does engage mean?

JM – Like the idea, but how will they get data? Could they add a question about the library to the student satisfaction survey.

KB – Target research based courses?

JG – Track study rooms.

## 6.6 Discussion Items

- CurriQnet Meta Assessment Module Update

JR - Seems a little better like they are making the changes requested. Real time will disaggregate. Jenny noticed that it is only who took class and not who achieved SLO. Nancy says that she thinks it can be fixed.

## 6.7 Informational Items

- **Friday SLO Talks** hosted by SLO COACHes

Register here: [https://rscdd-edu.zoom.us/meeting/register/tZcvfumuaDMtG9Wj53AmCE\\_0mM230UFSfBNc#/](https://rscdd-edu.zoom.us/meeting/register/tZcvfumuaDMtG9Wj53AmCE_0mM230UFSfBNc#/)

- **LPC SLO/SAO Coaching** By appointment, via Zoom or in-person. *Contact John Rosen.*

## 6.8 Good of the Order

Adjournment **at 4:30pm**



**Next Regular Meeting:** December 9, 2024