



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)
Alaina Osuka (SLO Support)
Kimberly Burks (Student Services)
Jennifer Decker (STEM)
Stuart McElderry (Dean, BSSL)
Julia McGurk (A&H)
Abigail Brandel (Student Rep)

Guests:

Student Learning Outcomes Committee Minutes

March 10, 2025 | 2:30 PM | Room 21147 + Zoom for Guests

[This meeting is in-person in Room 21147.](#)

- 1. Call to Order** John Rosen
2:34 meeting to order
- 2. Review and Approval of Agenda** John Rosen
JD first; AB second- all approve
- 3. Review and Approval of Minutes (2/24/2025)** John Rosen
KB first; JD second all approve
- 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
No report
 - Administrator's Report** Stuart McElderry
No report
- 6. SLO/PSLO Reviews**
 - 6.1 Course Modifications/Revised SLOs**
 - CIS 11 – Data Visualization Tools**
 - Present data with visual representations for target audience, task, and data [Check – unclear as to what Task and Data refer]
 - CIS 10 - Business Data Analytics**
 - Identify the different data types and data roles and how they are used.
 - Use appropriate technology to acquire, organize, analyze, and communicate. [Check – word missing relating to analyze and communicate?]
 - VWT 21 - Applied Enology**
 - Upon successful completion of VWT 21, students will be able to safely connect and disconnect various sizes of winery hoses using sanitary fittings.
 - VWT 29 - Independent Study, Viticulture and Winery Technology**
 - Upon completion of VWT 29, students will be able to articulate the outcomes of their independent study project.
 - 6.2 New Courses/New CSLOs**
 - APAG 1 - AAG SERVICE**
 - RESEARCH THE SERVICE MANUAL TO DETERMINE PROPER REPAIR PROCEDURES.
 - APAG 1L - AAG SERVICE LABORATORY**
 - Rebuild a rear axle assembly.

Commented [JR1]: A bit unclear to what Task and Data refer

Commented [JR2]: Words missing: analyze and communicate what exactly?

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- **APAG 2 - AAG CHASSIS**
 - A. RESEARCH THE SERVICE MANUAL TO DETERMINE PROPER REPAIR PROCEDURES. [FOLLOW UP WITH BRIAN – SHOULD “PROCEDURES BE SPECIFIED, SINCE THE SLO IS OTHERWISE THE SAME AS APAG 3 AND 4?]
- **APAG 2L - AAG CHASSIS LABORATORY**
 - A. Perform a four-wheel alignment.
- **APAG 3 - AAG EMISSIONS**
 - A. RESEARCH THE SERVICE MANUAL TO DETERMINE PROPER REPAIR PROCEDURES.
- **APAG 3L - AAG EMISSIONS LABORATORY**
 - A. DIAGNOSE AN MIL LIGHT USING PROPER SERVICE INFORMATION AND DIAGNOSTIC STRATEGIES.
- **APAG 4 - AAG ELECTRICAL**
 - A. RESEARCH THE SERVICE MANUAL TO DETERMINE PROPER REPAIR PROCEDURES.
- **APAG 4L - AAG ELECTRICAL LABORATORY**
 - A. TEST THE STARTER CIRCUIT USING THE PROPER TEST EQUIPMENT AND EVALUATE THE RESULTS.
- **ARTS 29 - INDEPENDENT STUDY, STUDIO ARTS**
 - A.
 - B. CONDUCT A STUDY BY MEANS OF LITERATURE RESEARCH, MUSEUM AND/OR GALLERY VISITS, AND/OR THE CREATION OF ARTWORK AS MUTUALLY AGREED UPON BY THE STUDENT AND PROFESSOR.
 - C. PRESENT THE RESULTS OF THE RESEARCH OR ARTMAKING.
- **GEOL 11 – Introduction to Climate Science**
 - A. Analyze, , and discuss past climate datamodels, and forecasts.
 - B. Discuss the social, political, economic, and ecological impacts of climate change.
 - C. Describe the key ocean-atmosphere interactions and their effect on local weather and climate
 - D. Draw and explain the importance of the geological and biological carbon cycles on Earth’s climate system
 - E. Define and explain the significance to global climate of electromagnetic radiation, the Earth’s energy balance, the greenhouse effect, albedo, and heat equilibrium.
- **NMUS 145 - PIANO TECHNOLOGY FOR OLDER ADULTS**
 - A. UPON COMPLETION OF NMUS 145, THE STUDENT WILL BE ABLE TO TUNE UPRIGHT AND GRAND PIANOS AT A BASIC LEVEL USING INDUSTRY STANDARD EQUIPMENT.
 - B. UPON COMPLETION OF NMUS 145, THE STUDENT WILL BE ABLE TO MAKE BASIC REPAIRS TO UPRIGHT AND GRAND PIANOS.
 - C. UPON COMPLETION OF NMUS 145, THE STUDENT WILL BE ABLE TO VOICE A PIANO AT A BASIC LEVEL.

6.3 New Programs/PSLOs

- **AAG AUTOMOTIVE CHASSIS TECHNICIAN - CERTIFICATE OF ACHIEVEMENT**
 - A. AT THE COMPLETION OF THIS PROGRAM, STUDENTS ARE BE ABLE TO PERFORM A WATER PUMP REPLACEMENT ON A CURRENT MODEL YEAR VEHICLE.
- **AAG AUTOMOTIVE ELECTRICAL TECHNICIAN - CERTIFICATE OF ACHIEVEMENT**
 - A. AT THE COMPLETION OF THIS PROGRAM, THE STUDENT WILL BE ABLE TO REPAIR A CHECK ENGINE LIGHT ON A CURRENT MODEL YEAR VEHICLE.
- **AAG AUTOMOTIVE EMISSIONS TECHNICIAN - CERTIFICATE OF ACHIEVEMENT**
 - A. AT THE COMPETION OF THIS PROGRAM THE STUDENT WILL BE ABLE TO PERFORM AN OIS SMOG CHECK ON A 2000 AND NEWER VEHICLE.

Commented [JR3]: Vague - impact?

Commented [JR4]: Spell out?

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- **AAG AUTOMOTIVE SERVICE TECHNICIAN - CERTIFICATE OF ACHIEVEMENT**
 - A. AT THE COMPLETION OF THIS PROGRAM, THE STUDENT WILL BE ABLE TO PERFORM AN OIL CHANGE ON A CURRENT MODEL YEAR VEHICLE.
- **AAG AUTOMOTIVE TECHNICIAN - CERTIFICATE OF ACHIEVEMENT**
 - A. AT THE COMPLETION OF THIS PROGRAM THE STUDENT WILL BE ABLE TO PERFORM AN OIS SMOG CHECK ON A 2000 AND NEWER VEHICLE.

Commented [JR5]: Same outcome as emissions certificate - what is the difference?

7. Discussion Items

- Program Review: SLO Section Revisions for 2025 **Karin Spirn**
- KS: PR Committee wants full reviews on years that SLO cycle closes out. PR Committee prefers PR update (off-years) would be short – no SLOs.
- KS: per SLO meeting previous, prefers to have at least one question.
- Proposed SLO question from PR Committee for “off year”: SLO/SAO Review: What SLO(s) or SAO(s) did your program assess or discuss since your last program review? Please describe any trends, as well as any actions you would like to take in response to the results.
- KB: question about 3-year template – and freedom. So, if a program did not assess any SLOs/SAO’s in a particular year.
- KS: We could add “If any” to the question. She will bring this back to PR Committee – SLO prefers the one question on the short form years.
- JR: doing some type of SLO update on short update will be useful for faculty to adjust to new C-Net Meta.

8. Informational Items

Friday SLO Talks hosted by SLO COACHes

> Register here: https://rsccd-edu.zoom.us/meeting/register/tZcvfumugDMtG9Wj53AmCE_0mM230UFSfBNc#/

LPC SLO/SAO Coaching

> **By appointment**, via Zoom or in-person. Contact John Rosen.

Good of the Order

Helping Jennie with the SAO C-Net piece – check with Alaina

Need some type of SAO point person (the rep?) to help with the assessment process – esp. as we move to C-Net;

Clarify what SAOs are handled on the committee and how they get reported to student services; need to refine a SAO process

Adjournment 3:48

Next Regular Meeting: March 24, 2025