



## 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.

## Student Learning Outcomes Committee:

### Chair:

John Rosen - present

### Voting Members:

Zarlasht Ahmadzai (LPSG) - present  
Federico Lopez Borghesi (STEM) - present  
Jared Howard (SS) - absent  
Julia McGurk (A&H) - present  
Alaina Osuka (AS, Classified) - present  
Ozlem Ozturk (STEM) - present  
Peter Zimmer (A&H) - present

### Academic Division Dean/Voting:

Michael McQuiston (Dean, PATH) - absent

### Guests:

Miranda Butler

# Student Learning Outcomes Committee Minutes

November 24th, 2025 | 2:30- 4:30 PM | Room #21147 + [Zoom for Guests](#)

## Minutes

*This meeting is in-person in Room 21147*

### 1. Call to Order at 2:32pm – John Rosen

### 2. Review and Approval of Agenda

*First: PZ, Second: FB; unam.*

### 3. Review and Approval of Minutes

#### 3.1. October 13th, 2025

Add that the first point is reminder to bring to division meeting

*First: FB, Second: OO; unam.*

### 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 items not already on the agenda)

## 5. Reports

### 5.1. SLO Chair Report

- Received confirmation from Student Government that an additional student representative will be joining. Per the SLO Committee charge, only one student representative may serve as the voting member. Zarlasht will remain the designated voting representative, and the additional student is welcome to participate as a non-voting member.

### 5.2. Administrator's Report

- No report; absent

## 6. PLO/SAO Reviews

### New Programs:

- Film, Television, and Electronic Media – Associate in Science Degree for Transfer

Upon completion of the program, students should be able to:

- Analyze film, television, and video productions in terms of the history, major trends, and aesthetics of each medium.
- Explain major approaches to understanding film, TV, and digital media in terms of industries, technologies, and diverse audiences.
- Use film and media history, theory, and criticism to explain how media creates meaning.
- Create film, TV, and/or video that demonstrates a working knowledge of scriptwriting, storyboarding, and designing sets and audio for production.

- Create film, TV, and/or video that demonstrates a working knowledge of the operation of production and post-production equipment, including lighting, camera operation, sound recording, and editing concepts and skills.
- Understand the importance of collaboration, effective communication, and social responsibility when it comes to producing visual media.
  - PZ: confusion, wanting to know more about the entire importance of collaboration, effective communication, and social responsibility because what does it relate to film, television, and electronic media.
  - JR: hard to assess “understand”; suggestion is change to “demonstrate”; seems more of a conceptual outcome, versus something being demonstrated
  - AO: this is also a program focused on the technical side of film versus the art of film studies; JR: and if is teaching the technical side, teaching the social ramifications is important
  - JM: what about using analyze/evaluate, if it’s comparing scenarios for example.
  - PZ: Analyze the importance of the skills related to **collaboration, effective communication, and social responsibility** because what does it relate to film, television, and electronic media. JR/JM: do we need both collaboration and effective communication?
  - JR: will seek further clarification from faculty.
- Honors Scholar – Certificate of Achievement  
Upon completion of the program, students should be able to:
  - Investigate advanced methods of inquiry and analysis employed in a variety of disciplines.
  - Incorporate argumentative reasoning and logic involved in the process of advanced problem-solving in an academic setting.
  - Analyze the broad areas of human knowledge that contribute to purposeful and meaningful lives.

## Program Modifications:

- Film Studies – Associate of Arts Degree  
Upon completion of the program, students should be able to:
  - Analyze film form and content using the major approaches of film criticism.
  - Create a short film, incorporating knowledge and skills of film production (e.g. narrative, mise-en-scene, cinematography, acting, editing, and film sound).
    - PZ: add a colon, not a parenthetical because it’s so broad; JR: a colon makes it more specific.
    - JR: is the skills of film production going to include these things or other things, if that is the case, leave out the parenthetical, but if it’s specific a colon can be used.
    - JM: listing the items in the parenthetical seems like it belongs in course objectives.
    - JR: will further seek clarification from faculty.
  - Describe the historical development of filmmaking and identify major historical film styles and contemporary trends.
  - Describe the impact of film on modern media and culture.
    - Missing contemporary; use the same verb as CA/AA

- Film Studies – Certificate of Achievement

Upon completion of the program, students should be able to:

- Analyze films in terms of their formal elements: narrative structure, mise-en-scene, cinematography, editing, and sound.
- JR: clarity regarding if these elements are the only things specifically being taught.
- FB: the AA states creating a short film and using all those elements and some elements may not be needed; in the CA analyzing might need these skills, but they aren't being applied.
- Create a short film or video using basic camera, lighting, and sound equipment, and editing software.
- Draw on a basic knowledge of film theory and film history to compare and contrast major film types and film genres.
  - Compare and contrast major film types and film genres by drawing on basic knowledge of film theory and film history.
- Explain the impact of film on modern media and contemporary culture.
  - Is contemporary needed if modern media is stated first; use the same verb in both CA/AA to be concise and for consistency.

- Humanities – Associate of Arts Degree

Upon completion of the program, students should be able to:

- ~~Discuss important themes expressed in material culture and belief systems as seen throughout global history.~~
- ~~Express and explain their appreciation for the arts through discussion and writing.~~
- ~~Formally evaluate works of art using the elements and principles of art.~~
- ~~Interpret and analyze aspects of culture and art by applying theoretical methods used in the humanities.~~
  - Possibly entering error; skip
- Critically interpret examples of culture and art by applying theoretical methods used in the humanities.
  - JR: suggestion to remove critically; PZ: add “Interpret and analyze” because the CA states both
  - **Suggestion: Interpret and analyze examples of culture and art by applying theoretical methods used in the humanities.**
- Discuss important themes expressed in art, culture, and belief systems as seen throughout global history.
  - JR: suggestion to change “discuss” to explain because it is more concise and measurable
  - **Suggestion: Explain **important** themes expressed in art, culture, and belief systems as seen throughout global history.**
    - **Important/ prominent, significant, major?**
- Express their appreciation for art, ideas, and culture through discussion and writing.
  - How can appreciation be measured/expressed, but it is through discussion and writing. PZ: demonstrate?
  - **Demonstrate their appreciation for arts, ideas, and culture through discussion and writing.**
  - **Example revisions:**

- Share their understanding and enjoyment of art, ideas, and culture through conversation and writing.
- Describe and discuss what they notice and value in art, ideas, and culture in both spoken and written work.
- Communicate their thoughts and responses to art, ideas, and culture in clear writing and discussion.
- Explain how art, ideas, and culture affect them, using both written and spoken expression.
- Formally evaluate a variety of art forms using the elements and principles corresponding to each medium.
- Humanities – Certificate of Achievement  
Upon completion of this program, students are able to:
  - Critically interpret and analyze aspects of culture and art by applying theoretical methods used in the humanities.
  - Remove critically
  - **Suggestion: Interpret and analyze aspects of culture and art by applying theoretical methods used in the humanities.**
  - Discuss important themes expressed in material culture and belief systems as seen throughout global history.
  - **Express and explain** their appreciation for the arts through discussion and writing.
    - See AA notes
  - Formally evaluate works of art using the elements and principles of art.
    - **Suggestion: Formally evaluate a variety of art forms using the elements and principles corresponding to each medium.**

## 7. Discussion Items

### 7.1. Program Review Process – John Rosen

- Reviewed the instructions for completing Program Review. Karin Spirn assigned programs and distributed a corresponding instructional video.
- A “How-To” guide is available on the Program Review webpage.
- To begin, select your assigned program (listed in parentheses and organized by division).
- Open the BSSL Division Summary document.
- All shared documents are color-coded. Some items must be completed prior to the division’s Program Review meeting, while others are intended to be completed collaboratively with the program review team.
- Program Review includes two main sections: Accomplishments/Obstacles and the SLO section, which may incorporate SLO-related accomplishments.
- JR: If you notice notable patterns or themes in the SLO section, please document them so the SLO Committee can elevate them to the Accreditation Steering Committee for inclusion in the Accreditation Midterm Report.

## 7.2. CurriQunet Flex Day debrief and update

- 2 workshops; morning/afternoon. More questions regarding what SLOs are, are assessments needed, why etc.
- There is an error with courses not showing up in connection with courses changing to CCN
- AO: there is an issue with Meta not coding the Banner/CCN codes correctly in correlation with the courses that are in Meta.
- No need to create separate aggregate assessments if you want to assess multiple SLOs
- Tables in Individual Section Level Assessment is still not fixed; formatting issue
- PLO Assessment needs singular table to pull all information together; fix is tba
- Have fixed the issue to have SLO Coordinators to be able to edit the box that a course is part of a program and will be able to map a SLO to the PLO

## 7.3. Accreditation Midterm Report

- Tabled to next meeting

## 8. Informational Items

### 8.1. Friday SLO Talks hosted by SLO Coaches

> Register here: [https://rsccd-edu.zoom.us/meeting/register/tZcvfumugDMtG9Wj53AmCE\\_0mM230UFSfBNc#/](https://rsccd-edu.zoom.us/meeting/register/tZcvfumugDMtG9Wj53AmCE_0mM230UFSfBNc#/)

### 8.2. LPC SLO/SAO Coaching

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

### 8.3. Meta Assessment Help

> Office hours, via Teams or in-person. Contact Alaina Osuka

## 9. Good of the Order

## 10. Adjournment at 4:14pm – John Rosen

Next Regular Meeting: December 8th, 2025