



Student Learning Outcomes Committee

Approved Minutes

November 28, 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:

Tim Adams, Alice Chan, Brian Hagopian

- Call to Order** at 2:33 pm John Rosen
- Review and Approval of Agenda** John Rosen
- Review and Approval of Minutes** John Rosen
(October 24, 2022)
- 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
 - o Recapped on eLumen community workshop and eLumen-LPC Summit, both hosted at LPC
 - o eLumen training for SLO Coordinators going well
 - Let John know if you have questions to relay
- **Administrator's Report** Kristina Whalen
 - o Demo from Governet was underwhelming; KW reached out to CCSF about doing a demo – CCSF's SLO Chair & SAO person may join us on 12/12 or 1/23
- **Administrator's Report** – N/A Stuart McElderry

First Readings

All Committee Members

Course SLOs

APCL 94: Work Experience - LiUNA! Laborers' Construction Apprenticeship

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

APCL 100: Forklift Orientation Initial

- Upon completion of APCL 100, the student should be able to identify the main parts of Rough Terrain Lift trucks.
- Upon completion of APCL 100, the student should be able to perform pre-shift inspection and safe operation of Variable Reach Lift truck as determined by the instructor.

APCL 101: Fundamentals of Construction

- Upon completion of APCL 101, the student should be able to determine the proper tool(s) to use for a specified job.
- Upon completion of APCL 101, the student should be able to understand the OSHA Construction standards.

APCL 102: Hazardous Waste Removal Initial

- A. Upon completion of APCL 102, the student should be able to identify and explain protective measures to be taken when dealing with hazardous waste.
- B. Upon completion of APCL 102, the student should be able to understand the purpose and general requirements of Hazardous Waste Standards.

APCL 103: Safety Certification

- A. Upon completion of APCL 103, the student should be able to **know** general guidelines to safely operate equipment.
- B. Upon completion of APCL 103, the student should be able to identify, evaluate, and control health and safety hazards in the work place.

Committee Comments:

- Suggested change: (A) Should be able to *demonstrate* general guidelines

APCL 104: Aerial Work Platform Initial

- A. Upon completion of APCL 104, the student should be able to safely operate and maneuver scissor-lifts and boom lifts.
- B. Upon completion of APCL 104, the student should be able to identify various types of Aerial Work Platforms.

APCL 105: Rigging and Signaling

- A. Upon completion of APCL 105, the student should be able to demonstrate the safety procedures of rigging and signaling.
- B. Upon completion of APCL 105, the student should be able to **understand** why standard hand signals must be used.

Committee Comments:

- (B) Suggested change: should be able to *state* why

APCL 106: Skid Steer Loader Orientation Initial

- A. Upon completion of APCL 106, the student should be able to demonstrate concrete construction techniques to industry standards.
- B. Upon completion of APCL 106, the student should be able to explain how weight distribution affects skid-steer loader stability and steering.

APCL 107 (Concrete Techniques)

- A. Upon completion of APCL 107, the student should be able to demonstrate concrete construction techniques to industry standards.
- B. Upon completion of APCL 107, the student should be able to **understand** the materials, processes, and safety related to concrete work.

Committee Comments:

- (B) Suggested change: should be able to *demonstrate*

APCL 108 (Asphalt Paving Techniques)

- A. Upon completion of APCL 108, the student should be able to demonstrate proper use of tools and equipment needed when working with **A**spphalt.
- B. Upon completion of APCL 108, the student should be able to utilize proper skills to work with asphalt safely.

Committee Comments:

- (A) Should be a lower-case “a”

APCL 109 (Blueprint Reading Orientation, Basic)

- A. Upon completion of APCL 109, the student should be able to demonstrate proper reading of blueprint legends.
- B. Upon completion of APCL 109, the student should be able to utilize proper skills to work with blueprint scaling.

APCL 110 (Confined Space Awareness)

- A. Upon completion of APCL 110, the student should be able to describe different types of Confined Spaces.
- B. Upon completion of APCL 110, the student should be able to summarize regulations pertaining to confined spaces.

Committee Comments:

For “Confined Spaces” - Be consistent with upper case & lower case

APCL 111 (First Aid, CPR and AED)

- A. Upon completion of APCL 111, the student should be able to summarize why to learn first aid.
- B. Upon completion of APCL 111, the student should be able to perform Basic Life Support.

Committee Comments:

(A) Suggested change: summarize *the rationale for learning* first aid

(B) Suggested change: Lower-case “basic life support”

APCL 112 (Flagging Certification)

- A. Upon completion of APCL 112, the student should be able to summarize the requirements listed in the MUTCD Part 6E Flagger Control.
- B. Upon completion of APCL 112, the student should be able to recognize different types of drivers.

APCL 113 (Traffic Control)

- A. Upon completion of APCL 113, the student should be able to summarize the requirements listed in the MUTCD Part 6E Flagger Control.
- B. Upon completion of APCL 113, the student should be able to recognize different types of drivers.

Committee Comments:

(A) Should be Flagger Control

APCL 114 (OSHA 10 Hour Norcal)

- A. Upon completion of APCL 114, the student should be able to summarize General Safety and Health requirements from Subpart C.
- B. Upon completion of APCL 114, the student should be able to describe Personal Protective Equipment from Subpart E.

APCL 115 (OSHA 30 Hour Norcal)

- A. Upon completion of APCL 115, the student should be able to summarize General Safety and Health requirements from Subpart C.
- B. Upon completion of APCL 115, the student should be able to describe Personal Protective Equipment from Subpart E.

Committee Comments:

- What's the difference between the 10 Hour and the 30 Hour?

- Per BH: The 30 Hour one may be required for their job

ETHS 6: Introduction to Race and Ethnicity

1. Upon completion of ETHS 6, the students should be able to outline relevant sociological theories to accurately explain how race and ethnicity are socially constructed.
2. Upon completion of ETHS 6, the students should be able to analyze current or historical racial and ethnic group relations using sociological theory.
3. Upon completion of ETHS 6, the students should be able to conduct a research assignment using a multi-model sociological approach.
4. Upon completion of ETHS 6, the students should be able to produce a document that connects sociological research methods to sociological theory.

Committee Comments:

- Per JG, they are duplicates, so they are automatically approved.

HORT 50: Introduction to Environmental Horticulture / Urban Forestry

- A. Upon completion of HORT 50, the Students will be able to safely operate basic garden tools.

Committee Comments:

- Should it be “the student” or “the students”?

NNTR 201: Nutrition

1. Upon completion of NNTR 201, the student should be able to evaluate the reliability and credibility of nutrition information, dietary advice, services, and products.
2. Upon completion of NNTR 201, the student should be able to analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.
3. Upon completion of NNTR 201, the student should be able to explain the role of nutrition in the prevention of chronic diseases, ~~such as cardiovascular disease, Type 2 diabetes, hypertension, and cancer.~~
4. Upon completion of NNTR 201, the student should be able to utilize the information presented on the nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.

Committee Comments:

- Per (3): We usually avoid listing things (like the items listed after “diseases”).

WLDT 67C: Intermediate Welding Skills Lab

- A. Upon completion of WLDT 67C, a student should be able to demonstrate safety awareness in the welding workplace.
- B. Upon completion of WLDT 67C, a student should be able to demonstrate self-directed goals achievement.

WLDT 67D: Advanced Welding Skills Lab

- A. Upon completion of WLDT 67D, a student should be able to demonstrate safety awareness in the welding workplace.
- B. Upon completion of WLDT 67D, a student should be able to demonstrate self-directed goals achievement.

Committee Comments:

- Need different outcomes /2 different levels (could be “design” vs. “carry out”)
- SLOs could use clarity
- Second Reading for the Dec. or Jan. agenda
 - It would be better to have Scott there to present & answer questions

SAOs

Career and Transfer Center

Students who attend an employment SmartShop hosted by the Career Center will feel more confident in their ability to make a positive first impression on an employer.

Committee Comments:

- Per JR: Why is SmartShop included?
 - Per KS: The Center is hosting their own SmartShop(s), so it *could* work.
 - Maybe just say “workshop” instead
- Per JG: Confidence could be measured by an exit survey
- Per KS: SAOs may mostly end up being about feeling a certain way
- Of note: There’s a Friday SLO Talk (SAO focus) that we missed because of the eLumen community workshop – John will watch it and share with us / maybe we can view at the Jan. SLO Meeting.

Program SLOs

Company Officer - Certificate of Achievement

- A. Upon completion of the Certificate of Achievement in Company Officer, students are able to demonstrate the use of human resources to accomplish assignments of a company officer ~~such as personnel professional evaluations and performance reviews.~~
- B. Upon completion of the Certificate of Achievement in Company Officer, students are able to identify the steps of certification in the Company Officer certification track.
- C. Upon completion of the Certificate of Achievement in Company Officer, students are able to identify ~~conducting incident size-up,~~ developing and implementing an initial plan of action involving single and multi-unit operations for various types of emergency incidents.
- D. Upon completion of the Certificate of Achievement in Company Officer, students are able to demonstrate how to implement a plan of action to ~~deploy incident resources completing all operations to~~ suppress a ~~wild land~~ fire ~~incident.~~
- E. Upon completion of the Certificate of Achievement in Company Officer, students are able to demonstrate the ability to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments.

Presented by Tim Adams.

- Reintroduced (written by Tim’s predecessor)
- Certificate program for fire fighters to become fire company officers

Committee Comments:

- Per (A): Suggested change: Get rid of the list (after “assignments of a company officer”)
- Per (C): Get rid of “identify” etc.
- Per (D): A bit unclear – add a comma after resources or add an “and” ...or “needed to complete” ...or “design a plan of action”
- Get rid of one of the “incident” words
- Make “wild land” one word

Information Security Analyst A CA – Certificate of Achievement

Upon completion of the program,

- students are able to use ~~analytical thinking and critical analysis skills necessary to~~ analyze and solve computer network security issues to help protect computers and computer networks using multiple operating systems.
- students are able to ~~use group collaboration and communications skills necessary to~~ work effectively

in a team to solve computer networking security issues and to document and present information on security risks and planned responses.

Information Security Analyst A.S. – Associate of Science

Upon completion of the program,

- students are able to ~~use analytical thinking and critical analysis skills necessary~~ to analyze and solve computer network security issues to help protect computers and computer networks using multiple operating systems.
- students are able to ~~use group collaboration and communications skills necessary~~ to work effectively in a team to solve computer networking security issues and to document and present information on security risks and planned responses.

Committee Comments:

- Per (A): Suggested change: “analyze and solve computer network issues”
- Per (B): Suggested change: work effectively → work collaboratively

Norcal Laborers Construction A CA – Certificate of Achievement

Upon completion of this program,

- Student will be able to **Discuss** ~~overview~~ of CAL/OSHA regulations.
- Student will be able to explain the operating procedures for equipment safety
- Student will be able to discuss compliance issues with vehicle inspections.

Norcal Laborers LiUNA! Laborers’ Construction A CA – Certificate of Achievement

Upon completion of this program,

- Student will be able to **Discuss** ~~overview~~ of CAL/OSHA regulations.
- Student will be able to explain the operating procedures for equipment safety
- Student will be able to discuss compliance issues with vehicle inspections.

Norcal Laborers Traffic Control A CA – Certificate of Achievement

Upon completion of this program,

- Student will be able to **Discuss** ~~overview~~ of CAL/OSHA regulations.
- Student will be able to explain the operating procedures for equipment safety
- Student will be able to discuss compliance issues with vehicle inspections.

Brian Hagopian presenting.

Committee Comments:

- Update to: Upon completion of Norcal Laborers Construction – Certificate of Achievement program
- Update to: Upon completion of Norcal Laborers LiUNA! Laborers’ Construction – Certificate of Achievement program
- Update to: Upon completion of Norcal Laborers Traffic Control A CA – Certificate of Achievement
- Per (A): Add a period.
- Per (B): Lower-case “d” / remove “overview.”

Informational Items

Liz McWhorter

- **12/2:** Next Friday SLO Talk
- **By appointment:** Continuing SLO Coaching

Good of the Order

- John will ask the eLumen CSM-rep about [Chair & Data Steward] editing others’ SLOs in eLumen
- Also: How to set up “course group” degrees/certificates so we can better disaggregate

Adjournment at 4:00 pm by John Rosen

Next Regular Meeting: December 12, 2022