



Student Learning Outcomes Committee Draft Minutes

May 8, 2023 | 2:30 PM | Room 2450

This meeting is in-person in Room 2450.

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) - Z*
- Jennie Graham (STEM) - P
- Stuart McElderry (Dean, BSSL) - P
- Karin Spirn (A&H) - P

Guests: Kai Blaisdell, Jill Carbone, Jason Craighead, Jennifer Decker, Mike Schwarz

*Participating via Zoom

Call to Order at 2:33 pm

John Rosen

Review and Approval of Agenda

John Rosen

Graham/McElderry/Approved

Review and Approval of Minutes

John Rosen

(April 24, 2023)

Graham/McElderry/Approved

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.)

Reports

- **Chair's Report** - N/A

John Rosen

- **Administrator's Report**

Stuart McElderry

> Room change for the next meeting? We have cool new conference rooms, incl. 3 in the faculty tower (*Liz: Reserve*)

> Dr. Foster is revisiting Committee composition (how many admins need to be on a given Committee). Charge update: SP '24

CSLO Reviews

First Readings

NKIN SWOA (Swimming for Older Adults)

Upon completion of NKIN SWOA:

- Students should be able to demonstrate improvement in a standardized timed swim.
- Students should be able to utilize pace clocks to incorporate intervals into a training regimen ~~to enhance skill development.~~
- Students should be able to identify the benefits of interval training and pacing.

Jason Craighead presenting.

- New course. It is going through Curriculum approval.

Committee Comments:

- SLO B: to enhance skill development → superfluous w/ the earlier?

- SLO C: Liz/John – Needs a period.

Reading And Writing (RAW) Center

A. Upon completion of a RAW tutoring session, students will report that they feel capable to apply suggested feedback.

B. Upon completion of a RAW tutoring session, students will report on ~~their~~ satisfaction with Penji.

Karin Spirn presenting.

Committee Comments:

- Adjust SLO B.

Smart Shops

- A. Upon completion of a Smart Shop workshop, students will report that their knowledge increased due to the Smart Shop.

Karin Spirn presenting.

Transfer Center

Note: We currently have one in place regarding the UC guaranteed transfer program (UC TAG) that has been regularly assessed. Here is a new one for assessing students' participation in the CSU guaranteed transfer program (Associate Degree for Transfer).

- A. Students who apply to California State University under the Associate Degree for Transfer (ADT) program, with final degree requirements in progress, submit a timely petition to receive the ADT from Las Positas College.

Mike Schwarz presenting.

- They have been helping students w/ Guaranteed Transfer. For Cal State, they are able to parallel the UC.
- It's process-oriented /different from the UC. We receive a list of students after they have applied to CSU (vs. UC, it's before). They are able to pinpoint their interventions.

Second Readings

NBIO 201 (Biotechnology 1)

Upon completion of NBIO 201:

- A. Students will be able to demonstrate proficiency in standard biotech laboratory techniques.
- B. Students will be able to correctly document their laboratory procedures and results.
- C. Students will describe the work environment of a biotech laboratory.
- D. Students will be able to calculate masses and volumes based on the metric system.

Kai Blaisdell presenting.

- She incorporated the SLO Committee's feedback from the prior meeting.
- Students will meet 24 hours each week.
- They have run as summer camps before; they will be marketed to that same age group (teens).

NBIO 202 (Biotechnology 2)

Upon completion of NBIO 202:

- A. Students will be able to proficiently use standard biotech laboratory technique to correctly prepare assays; accurately record procedures, and collect and interpret data results.
- B. Students will be able to accurately record procedures, and collect and interpret their data.
- C. Students will be able to explain the principles underlying at least two common biotechnology techniques.
- D. Students will describe the work environment of a biotech laboratory and the biotech industry.

Kai Blaisdell presenting.

- She incorporated the SLO Committee's feedback from the prior meeting.
- Students will meet 24 hours each week.
- They have run as summer camps before; they will be marketed to that same age group (teens).

Committee Comments:

- JG: Is "C&I data" needed?
- Kai: She looks at the notes in their notebook, etc.
- JG: Add a SLO B to NBIO 202 that looks like the SLO B in NBIO 201.

- JG: How do you know what students are struggling with? Make it clear to point out which is the part the student struggled with [if there are multiple things] – the Reflection part is good for this. Know within your dept. where the pitfalls are. > JR: If you're finding that the data isn't useful, we can always revise SLOs in the future.

NPCN 209 (Career/Major Exploration)

- A. Upon completion of NPCN 209, the student will be able to articulate their goal or major.
- B. Upon completion of NPCN 209, the student will be able to identify campus resources and navigate online platforms for career exploration.

Jill Carbone presenting.

- Made the revisions suggested at the prior SLO meeting

NPCN 211 (Career Preparation)

- A. Upon completion of NPCN 211, the student will be able to search for available jobs in their field using at least two online platforms.
- B. Upon completion of NPCN 211, the student will have **develop** job applications **skills and** tools such as ~~interview skills and creation of a resume and LinkedIn profile.~~

Jill Carbone presenting.

- Made the revisions suggested at the prior SLO meeting

Committee Comments:

- Per JG/KS ~ SLO A: Two online platforms ok: Leaves it open because platforms tend to change over time
 - Per JG ~ B: LinkedIn profile → online profile [*because platforms tend to change over time*]
 - Per JR ~ B: such as interview skills → including interview skills [but what if you don't always cover those?]. JG: will have → use, develop, etc.
- or needed to apply for jobs in their desired fields?

PCN 50 (Social Work and Human Services Seminar)

- A. Upon completion of PCN 50, the student should be able to identify resources and services that clients need and depend upon and how they can be accessed.
- B. Upon completion of PCN 50, the student should be able to identify barriers that clients face when accessing social services.

Kim Burks presenting.

- Kim chatted with Marina about this, and she revised accordingly.

PCN 50L (Social Work and Human Services Fieldwork)

- A. Upon completion of PCN 50L, the student should be able to evaluate their development of work skills and achievement of learning objectives established by the student.

Kim Burks presenting.

- Kim chatted with Marina about this; Marina revised it accordingly.

Revisions

ENGR 1 (Introduction to Engineering)

- A. Upon completion of ENGR 1, students should be able to design a solution to a problem using the engineering design process.

ENGR 35 (Statics)

- A. Upon completion of ENGR 35, a student should be able to ~~design, build and~~ analyze a **self-built** structure that is in static equilibrium.

Jennifer Decker presenting.

- Note: The point of the course is to analyze structures.
- Students can use a design that's already created – they analyze it based on their dimensions.
- She wants them to go through the process.

Committee Comments:

- JG: SLO A: Do the other SLOs address any of those points? How would you measure all 3?
 - > Jennifer: They have to do those in sequence /assess separately. It's based on cumulative project grade. Analysis of their build (e.g., a bridge).
 - > KS: They have to have done all 3, right. > JG: "Designed and built" is what you really care about here. It's figuring out how to capture what they did here. At what point are students *not* getting it?

ENGR 37 (Applied Statics and Materials)

- A. Upon completion of ENGR 37, a student should be able to analyze 2D force systems acting on engineering structures in static equilibrium.
- B. Upon completion of ENGR 37, a student should be able to analyze materials-related curves to interpret the structure and properties of materials.
- C. Upon completion of ENGR 37, a student should be able to use standard materials-testing equipment to determine material properties.
- D. Upon completion of ENGR 37, a student should be able to design, build and analyze a structure that is in static equilibrium.

Jennifer Decker presenting.

- The 1st 2 are related to statics; and the 2nd 2 are related to materials.

Committee Comments:

- Liz/John: Add a period to SLO A.
- KB/JG/KS: SLO – materials testing → materials-testing
- SLO D: Same revision suggested for ENGR 35.

ENGR 46 (Materials of Engineering)

- A. Upon completion of ENGR 46, a student should be able to analyze materials-related curves and diagrams to interpret the structure and properties of materials.
- B. Upon completion of ENGR 46, a student should be able to recommend a material for an application based on its properties, processing and structure.

ENGR 50 (Introduction to Electronic Systems and Measurements)

- A. Upon completion of ENGR 50, the student will be able to assemble circuits on a breadboard from an electrical schematic.
- B. Upon completion of ENGR 50, a student should be able to utilize diagnostic equipment to characterize performance and troubleshoot.

PSYC 3 (Introduction to Social Psychology)

Upon completion of PSYC 3, the student will be able to:

- A. Define ~~Demonstrate familiarity with~~ the major concepts, theoretical perspectives, research methods, and empirical findings in social psychology.
- B. Explain ways in which the influence of others, situational factors, and the surrounding culture affect human social behavior.
- C. Analyze the ways in which social psychological principles and research apply to real world problems and issues.
- D. Apply theories, concepts and findings in social psychology for self-understanding, self-improvement, and lifelong learning.

- E. Demonstrate critical thinking skills and information competence as applied to topics in social psychology.

Committee Comments:

- KS/JG: Five SLOs is kind of a lot. E seems like a catchall – is it really necessary?
- KB: SLO A – Is “familiarity” really measurable? → define, summarize, etc.
- KS: How about cutting A and E? They both look like catchalls.
 - o As of now, it seems like every assessment in the course would be the assessment.
 - o JG: Are they getting different useful info? For an outsider, they seem redundant.
 - Would B, C, & D give her info about A and E? If so, you don’t need A or E.
- *John will contact Robin about this (given that it’s an existing course in eLumen).*

HIST 7 (US History Through Reconstruction)

Upon completion of HIST 7, students should be able to:

- A. Explain the major political, social, cultural, economic, demographic, technological, and diplomatic developments in the U.S. through Reconstruction, their causes and effects, and their historical significance.
- B. Explain the development of, and debates concerning, democracy and citizenship in the U.S. from its founding through Reconstruction.
- C. Describe origins, nature, development, and significance of slavery in the U.S.
- D. Describe the Native American experience through Reconstruction.
- E. Analyze and interpret primary and secondary sources.
- F. Construct an argument using historical evidence.

John Rosen presenting.

- These are survey courses.
- Everyone is using the same tool to assess everything (exams).
- He’s been trying to analyze their assessment for the last couple of years, not really getting good data!
- How are we doing with analyzing sources vs. making an argument?
- Note: There’s a push at the CSU level to get rid of the American Institutions requirement. He wants to emphasize the importance of the democracy piece. (Note: Communications is pleading that case.)

Committee Comments:

- JG: When you assess, which of these will you be doing? Is A necessary? > *John: Basics is A, etc.*
- KB: Are we still using “Native American”?
 - > *John: “First Nations” is an alternative... He can see what his fellow HIST faculty think.*
 - > KS: “Native” (vs. “Native American”) is sometimes preferred, decentralizing “American.”

HIST 8 (US History Post-Reconstruction)

Upon completion of HIST 8, students should be able to:

- A. **E**xplain the major political, social, cultural, economic, demographic, technological, and diplomatic developments in the U.S. since Reconstruction, their causes and effects, and their historical significance.
- B. Explain the development of, and debates concerning, democracy and citizenship in the U.S. since Reconstruction.
- C. Describe the major social movements in the U.S. since Reconstruction.
- D. Explain the U.S.’s **changing**-role in the world and the impact of war on U.S. society since Reconstruction.
- E. Analyze and interpret primary and secondary sources.
- F. Construct an argument using historical evidence.

John Rosen presenting.

- This has the same backstory as HIST 7.

Committee Comments:

- JG: “U.S. role” should be “U.S.’s role”? It reads weird. See suggested revision in-line.
- KS: Explain the U.S. role in world politics and war?
- John: *The emphasis is what happens in the U.S. Maybe it’s better to just make it about the war.*

PSLO Reviews**Second Readings****Biotechnology Skills Certificate of Completion**

Upon completion of the Biotechnology Skills Certificate of Completion:

- A. Students will **be able to employ** ~~gain proficiency in~~ standard biotech laboratory techniques **to and prepare** ~~preparation of assays, document their procedures and results, and interpret data.~~ ~~such as PCR, and be able to explain the principles underlying common techniques.~~
- B. Students will be able to document their ~~laboratory~~ procedures and results, and interpret **their** data.
- C. **Students will** be able to explain the principles underlying common techniques.
- D. Students will **describe** ~~gain insights into~~ the work environment of **a biotech laboratory and** the biotech industry.

Kai Blaisdell presenting.

Committee Comments:

- JG: Mapping issue – preparing the assays & collecting/interpreting data looks like 2 SLOs. Synthesize CLSOs based on common themes → PSLOs.
- Put prep in PSLO B?
- KS: Let’s revise “gain insights” to match the revisions we did to the CSLOs.

Career Exploration and Preparation Certificate

- A. Upon completion of the Career Exploration and Preparation Certificate, students will be proficient in several tools or resources for career exploration and occupational research.
- B. Upon completion of the Career Exploration and Preparation Certificate, students will gain job readiness skills to better prepare them for job application in their desired field.

Jill Carbone presenting.

- Career & major exploration focus for A; whereas B is more about job readiness.
- Thanks to Liz for all the back & forth in preparation for this meeting!

Revisions**HIST AA-T**

Upon completion of the AA-T in History, students are able to:

- A. Interpret primary and secondary sources and ~~to~~ compose an argument which uses them, as appropriate, for support.
- B. Explain major developments in United States and World History.
- C. Explain U.S. and World History from multiple viewpoints, perspectives, and experiences.

John Rosen presenting.

Committee Comments:

- Liz suggests omitting “to” in SLO A.
- Note: John’s idea - For PSLOs with multiple items: Pick something each semester to assess. Good advice for all!

Informational Items

Discontinuation of a Transfer Center SAO

It contains gendered language and has not been assessed for quite some time (per M. Schwarz):

During the first two semesters of regular enrollment, upon completion of the student's interaction with a Transfer Counselor in which s/he developed a Student Education Plan, the student should be able to demonstrate "transfer readiness" by the end of the sixth semester of regular enrollment.

Mike Schwarz presenting.

- This SAO replaces the one above.

PSLOs - Fire Officer Leadership and Management AS

- A. Upon completion of the AS in Fire Officer Leadership and Management, students are able to demonstrate interpersonal, communication and conflict resolution skills encountered in Fire and Emergency Services organizations.
- B. Upon completion of the AS in Fire Officer Leadership and Management, students are able to identify and examine current and emerging concepts/practices in Fire and Emergency Services Organizations.
- C. Upon completion of the AS in Fire Officer Leadership and Management, students are able to demonstrate foundational administrative, operational and **HR** responsibilities of a first line supervisor in a Fire and Emergency Services.

Committee Comments:

- JG: Spell out "HR"? It should be "Human Resources"?
- Liz will check with Tim on these items.

SLO Coaching

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

Friday SLO Talks

Free Registration: [Zoom Meeting Registration Link](#)

- May 12 @ 10a-12p: "Math SLO Assessment" with Bethany Tasaka
- May 19 @ 10a-12p: "Grand Finale - What Have we Learned?" with COACHES

eLumination [SLOs] Conference

Registration (\$20, discount code KRISTEN5): [Learn more about eLumination](#)

- June 27-28 @ 12-4p, virtual
- Optional 6/26 in-person pre-conference Community Workshop at West Hills College

3-Year SLO/SAO Plans

- Thank you to those who submitted their 3-Year Plans.
- We are uploading the new Plans to our SLO webpage; and we are archiving the old ones.

Good of the Order

- JG: Some Math certs will be going away. Should JG just tell us in an email which ones to take off? Sure.
- Thanks to Liz for everything she does for SLOs and curricular alignment too. Thanks to the Committee members for everything you've done for SLOs!

Adjournment by John Rosen at 4:46 pm

Next Regular Meeting: August 28, 2023 – *This is the first meeting of Fall semester.*