



# STUDENT LEARNING OUTCOMES COMMITTEE

## Minutes

October 9, 2023 | 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 23-24 Quorum: 5

### Voting Members:

John Rosen (BSSL) P  
Liz McWhorter (SLO Support) A  
Kimberly Burks (Student Services) P  
Jennifer Decker (STEM) P  
Stuart McElderry (Dean, BSSL) P  
Tom Orf (Dean, STEM) A  
Karin Spirn (A&H) P  
Marsha Vernoga (PATH) P  
Nada Ibrahim (Student Rep) A

### Guests:

Danielle Bañuelos P  
Jennie Graham P

**Call to Order** at 2:34 p.m.

### Review and Approval of Agenda, 10/9/2023

Motion to approve, Marsha/Karin

Stuart: May we please amend the agenda to move up the discussion items to before SLOs are discussed?

Committee agreed - Approved of agenda with amendments

### Review and Approval of Minutes, 9/25/2023

Motion to approve: Marsha/ Karin

Committee approves of Minutes

**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, John Rosen

*No report*

#### Administrator's Report, Stuart McElderry

Accreditation Steering Committee met and started looking at the new 2024 standards

#### Administrator's Report, Tom Orf

*N/A*

### Discussion Items

- **Revision to KIN 3** on the 8/28/2023 agenda/minutes
  - Course was noted as "KIN 23" but should have been KIN 3; amended agenda/minutes on the website
- **CurriQunet / META Update**
  - On 10/6 we had our second meeting with CurriQunet/META to review the project timeline and introduce us to the sandbox.
  - SLO workflow will be separate from the Curriculum workflow
  - The curriculum aspect is the main focus then we can work on the SLO and Program Review pieces.
- **FLEX Day Session**
  - SLO Central, 9:00 – 11:00 AM, John & Danielle co-hosting
    - 3-Year Plans + SLO Workshop

## Course Student Learning Outcome Reviews

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### New CSLOs

#### **NTR 10 Cultural Perspectives in Nutrition**

- A. Upon completing NTR 10, students will demonstrate an understanding of diverse cultural beliefs, practices, and traditions related to food and nutrition.
- B. Upon completing NTR 10, students will develop cultural sensitivity and respect for diverse dietary traditions and restrictions.
- C. Upon completing NTR 10, students will identify health disparities related to cultural dietary practices, which include malnutrition, obesity, and chronic disease.

#### ***Marsha Vernoga Presenting***

#### ***Committee Discussion:***

John Rosen: I was always told you should never say, "...demonstrate an understanding of..." in a SLO, so maybe we can revise that part.

#### ***Committee Revised SLOs***

- A. Upon completing NTR 10, students will be able to describe diverse cultural beliefs, practices, and traditions related to food and nutrition.
- B. Upon completing NTR 10, students will be able to write and speak about nutrition using cultural sensitivity and respect for diverse dietary traditions and restrictions.
- C. Upon completing NTR 10, students will be able to identify health disparities faced by diverse cultural groups.

#### **NENG 215 Personalized Coaching for Academic Reading and Writing**

- A. Identify and use a multi-step process for reading and writing assignments.
- B. Identify and use strategies to improve self-efficacy, including campus supports.

#### ***Karin Spirn Presenting for Katie Eagan***

This course and its corresponding certificate are for students that want to work on their English.

*No Revisions*

#### **ENG 115 Personalized Coaching for Academic Reading and Writing**

- A. Identify and use a multi-step process for reading and writing assignments.
- B. Identify and use strategies to improve self-efficacy, including campus supports.

#### ***Karin Spirn Presenting for Katie Eagan***

This course and its corresponding certificate are for students that want to work on their English.

*No Revisions*

#### **NCNT 51 CompTIA's A+ Certification Computer Technician (mirrored from Credit Course)**

- A. Upon completion of NCNT 51, students will be able to install, configure, and troubleshoot operating systems and applications.
- B. Upon completion of NCNT 51, students will be able to install, configure, secure, and troubleshoot PC/Networking/Mobile devices.

*No Revisions*

**NCNT 52 Networking Fundamentals** (*mirrored from Credit Course*)

- A. Upon completion of NCNT 52, students will be to install, configure, secure, and troubleshoot home or business networks.

*No Revisions*

**NCNT 55 MCSA I Windows Server Installation, Storage, and Compute** (*mirrored from Credit Course*)

- A. Upon completion of NCNT 55, students will be able to install, configure, secure, and troubleshoot Windows server in a domain environment.

*No Revisions*

**KIN GBW3 Guts and Butts Workout 3**

- A. Upon completion of GBW 3, students should be able to demonstrate proper and safe form while doing intermediate/advanced strength training movements.
- B. Upon completion of GBW3, students should be able to identify the major muscle groups of the body.

*No Revisions*

**KIN GBW4 Guts and Butts Workout 4**

- A. Upon completion of GBW4, students should demonstrate proper form while performing advanced strength training movements.
- B. Upon completion of GBW4, students should be able create an effective full body strength training workout utilizing the 5 main movement patterns.

*No Revisions*

**KIN 37A Pre-Season Intercollegiate Men's Volleyball**

At the completion of this course, students will be able to:

- A. Have an understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the Intercollegiate level.
- B. Verbally and physically demonstrate how to properly train for the preparation of an intercollegiate Volleyball season.
- C. Demonstrate proper footwork and technique utilized for passing, setting, hitting, and defense.
- D. Diagram offensive sets that are utilized during the season and physically demonstrate an understanding of offensive sets as they pertain to the intercollegiate volleyball team.
- E. Explain the general strategy and tactics of the sport as it relates to certain opponents.
- F. Have an understanding of the playing rules and acceptable conduct, behavior, and demonstrate good sportsmanship that is associated with the intercollegiate sport.
- G. Understand the physical training (i.e., strength, speed, conditioning) needed to compete at the intercollegiate level.
- H. Understand and be able to work in a team environment.
- I. Utilize competitive motivation in the development of work ethic.
- J. Have an understanding of the responsibilities and assignments of each position on the volleyball court from an offensive and defensive standpoint.

**KIN 37B In Season Intercollegiate Men's Volleyball**

At the completion of this course, students will be able to:

- A. Demonstrate an understanding of the demands and/or requirements that are required for competitive athletic performance at the intercollegiate level.
- B. Understand the physical training (i.e., strength, speed, conditioning) needed to compete at the intercollegiate level.
- C. Utilize competitive motivation in the development of work ethic.
- D. Develop their own off-season skill and strength training program that enhances their volleyball ability and demonstrate an understanding of how to train during this time in preparation for competition in intercollegiate athletics.
- E. Understand and be able to work in a team environment.
- F. Demonstrate an understanding of proper passing technique and be able to deliver a pass to a targeted location.

**KIN 37C Off Season Intercollegiate Men's Volleyball**

At the completion of this course, students will be able to:

- A. Demonstrate an understanding of the demands and/or requirements that are required for competitive athletic performance at the intercollegiate level.
- B. Verbally and physically demonstrate how to properly physically train for the preparation of an intercollegiate Volleyball season.
- C. Understand the physical training (i.e., strength, speed, conditioning) needed to compete at the intercollegiate level.
- D. Utilize competitive motivation in the development of work ethic.
- E. Develop their own off-season skill and strength training program that enhances their volleyball ability and demonstrate an understanding of how to train during this time in preparation for competition in intercollegiate athletics.
- F. Understand and be able to work in a team environment.
- G. Demonstrate an understanding of proper passing technique and be able to deliver a pass to a targeted location.

***SLO Committee Revisions/Comments/Questions:***

*Committee Recommendations for all KIN 37 courses:* There are a lot of SLOs that can be combined. Suggestion: Maybe create one SLO for each category/area ex. Physical Technique, Strategy, Rules, Conduct, and Conditioning etc. and then write the course SLOs based off what season they are in (Pre, In, Off).

***KIN 37A comments:***

Remove A  
Combine B and G  
C remains the same  
D Diagram and implement  
H Remove  
J is part of F

***KIN 37C Question:*** Is off season a reflection of the previous season?

***James will work on revisions and bring these back to the committee on 10/23/2023***

**HORT 74 Introduction to Urban Agriculture**

- A. Upon completion of HORT 74, the student will be able to demonstrate knowledge of regionally suitable vegetable and fruit crops, including appropriate seasonal planting and lead time to harvest.
- B. Upon completion of HORT 74, the student will be able to design and build a functioning urban garden or small farm that includes various fixtures such as garden boxes and hydroponic equipment.
- C. Upon completion of HORT 74, the student will be able to complete a business plan for an urban farm and formulate a distribution model to either Farmer's Market or non-profit agency.

***Committee Suggested Revisions:***

- A. Upon completion of HORT 74, the student will be able to identify appropriate seasonal planting and harvesting times for regionally suitable vegetable and fruit crops.

- B. Upon completion of HORT 74, the student will be able to design and build a functioning urban garden or small farm.
- C. Upon completion of HORT 74, the student will be able to complete a business plan for an urban farm and formulate a distribution model to either Farmer's Markets or non-profit agencies.

*Laura via email accepts the revised SLOs*

## **Program Student Learning Outcome Reviews**

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### **New PSLOs**

#### **Communication and Writing in English, CC (Noncredit CDCP)**

- A. Use the grammar of Edited American English (including syntax and mechanics) and other Englishes to influence writing and editing choices.
- B. Edit sentences to serve a chosen genre or style or to meet the conventions of a style guide.
- C. Identify and use a multi-step process for reading and writing assignments.
- D. Identify and use strategies to improve self-efficacy, including campus supports.

#### ***Karin Spirn Presenting for Katie Eagan***

##### ***Committee Revisions:***

- A. Use the grammar of Edited American English and other Englishes to influence writing and editing choices.
- B. Edit sentences to serve a chosen genre or style or to meet the conventions of a style guide.
- C. Identify and use a multi-step process for reading and writing assignments.
- D. Identify and use strategies to improve self-efficacy, including campus supports.

#### **NorCal Laborers Traffic Control Technician, CA**

- A. Implement CAL/OSHA regulations.
- B. Describe safety elements of traffic controls.

#### ***Brian Hagopian Presenting***

##### ***Committee Discussion:***

Q: How are you going to ensure the regulations are implemented?

A: In a lab setting they would have to put out traffic controls

*No Changes – Approved*

### **Revised PSLOs**

#### **Biology, AA**

- A. Upon completion of an AA in Biology, students will be able to design, conduct, analyze, and report the results of research projects and will have developed scientific literacy skills.

#### **Biology UC Pathway, CA**

- A. Upon completion of an Certificate of Achievement in Biology UC Pathway, students will be able to design, conduct, analyze, and report the results of research projects and will have developed scientific literacy skills.

#### **Biology: Allied Health, AA**

- A. Upon completion of an AA in Biology: Allied Health, students are able to analyze and communicate the findings of scientific research findings to an academic and/or non-academic audience

**Committee Discussions:**

What skills are involved in scientific literacy skills? Is it how to read articles or how to do science? If design, conduct, analyze, and report are scientific literacy skills, then you don't need the last part of sentence.

**Ann Hight via email:**

Re: Biology, AA and Biology UC Pathway, CA: The PSLO of scientific literacy is a broad term encompassing the skills listed in the CSLOs for BIO 1A, 1B, and 1C; So, I would like to keep it as written

**Committee Revisions:****Biology, AA**

Upon completion of an AA in Biology, students will be able to design, conduct, analyze, and report the results of research projects and will have developed scientific literacy skills.

**Biology UC Pathway, CA**

Upon completion of a Certificate of Achievement in Biology UC Pathway, students will be able to design, conduct, analyze, and report the results of research projects and will have developed scientific literacy skills.

**Biology: Allied Health, AA**

Upon completion of an AA in Biology: Allied Health, students are able to analyze and communicate the findings of scientific research to an academic and/or non-academic audience.

**Informational Items**

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- ❖ **Fall FLEX Day session: "SLO Central".**
  - Thursday, October 19 – 9:00 – 11:00 AM
- ❖ **SLO Coaching**
  - By appointment, via Zoom or in-person (Contact John Rosen)
- ❖ **eLumen NorCal Community Workshop**
  - Tuesday, October 10 - Hosted at Mission College
  - *Free Registration:* [eLumen Workshops Fall 2023](#)
- ❖ **Friday SLO Talks**
  - Friday, October 6 - 10 a.m. – 12 p.m.
  - **Topic:** *Assessment and AI: A Shifting Terrain*, Natasha Jankowski - Assessment in Higher Education Expert

**Good of the Order**

Adjournment at 4:04 p.m.

Next Regular Meeting: October 23, 2023

**Zoom Info**

Join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/93585006008?pwd=L3FYR3hYK2JUd3R1Y1VqV1Y2OWorUT09>

Or Phone: 669 900 6833

Meeting ID: 935 8500 6008

Password: 447797