



Student Learning Outcomes Committee

Approved Minutes

April 24, 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) - P
Jennie Graham (STEM) - P
Stuart McElderry (Dean, BSSL) - P
Karin Spirn (A&H) - P

Guests: Julia McGurk, Mike McQuiston

Call to Order at 2:34 pm

John Rosen

Review and Approval of Agenda
Graham/McElderry/Approved

John Rosen

Review and Approval of Minutes
(April 10, 2023)
Graham/McElderry/Approved

John Rosen

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

2024 ACCJC Accreditation Standards

- There have been listening/discussion meetings & taking feedback
- A lot of the SLO & equity language has changed or been omitted
- In June, the Commission meets to make one last round of comments
- The team will be trained this fall.
- Next site visit would be in 2029.
- But it looks like they will be moving to an 8-year cycle.

CSLO Reviews

Revisions

AJ 55 (Introduction to Correctional Science)

Upon completion of AJ 55, the student will be able to:

- A. Describe the unique challenges related to incarcerating death row inmates and offenders who are female, juvenile, special needs, and non-heterosexual.

Mike McQuiston presenting.

- He recently reviewed this and was concerned with the word "problems" – he has given it a lot more thought.
- This runs the whole gamut of U.S. corrections.
- Special populations: Elderly, mentally ill, physically ill, physically disabled, LGBTQI, former law enforcement officers, noncitizens
- He has an even-newer version to present.

NEW:

Upon completion of AJ 55, the student will be able to:

- A. Describe the unique challenges related to incarcerating female, juvenile, death row, and special inmate populations.

Committee Comments:

- All: The revised SLO looks good.

PCN 5 (Introduction to Social Work and Human Services)

- Upon completion of PCN 5, the student will be able to identify the various settings in which social workers practice, ~~such as~~ including schools, hospitals, and community agencies.
- Upon completion of PCN 5, the student will be able to identify their personal values and biases and how they may impact their social work practice.

John Rosen presenting.

- This is just a revision.

Committee Comments:

- JG: Do we want the “such as” (listing of examples)?
 - > JR: Maybe use “including” instead?

First Readings**CIS 7 (Essential Programming Skills)**

Upon completion of CIS 7, the student will be able to:

- Build basic programs using fundamental programming constructs, ~~like variables, conditional logic, looping, and functions~~
- Utilize critical thinking skills to analyze and create software programs
- Design algorithms and develop solutions using a formal programming language

Committee Comments:

- SLO A: End at “constructs”?

CIS 82B (AWS Academy Cloud Solutions Architecture Certification)

Upon completion of CIS 82B:

- The student will be able to identify the value and benefits of Cloud computing and AWS from the architectural perspective
- The student will demonstrate the use of AWS services to make their cloud infrastructure scalable
- Define a solution using architectural design principles based on customer requirements

Committee Comments:

- JG: Do we want them to spell out acronyms?
 - > KS: A Google Search turns up “AWS” – it should be fine.

ESL 113 (Speaking and Listening Fluency for Academic and Professional Purposes)

- Upon completion of ESL 113, the student should be able to present a researched topic accurately, professionally and persuasively.
- Upon completion of ESL 113, the student should be able to understand main ideas and details in an oral presentation like an academic ~~or TED Talk~~ **or professional** lecture ~~or TED Talk~~.
- Upon completion of ESL 113, the student should be able to distinguish between fact, opinion, and inference in an oral presentation.

Julia McGurk presenting.

- She is excited about these courses.

Committee Comments:

- JR: Per SLO B examples: Usually, we don’t give examples in the outcomes.
 - o KS: Change to “professional lecture”? Distinguish from student giving a presentation in the class

NBIO 1 (Biotechnology 1)

Upon completion of NBIO 1:

- A. Students will **be able to demonstrate** ~~gain hands-on experience with and gain~~ proficiency in standard biotech laboratory techniques, ~~such as accurate use of micropipettes, digital balances, microcentrifuges, gel electrophoresis, thermal cyclers, and/or microplate readers compound light microscopes.~~
- B. Students will be able to correctly document their laboratory procedures and results.
- C. Students will **describe** ~~gain insight into~~ the work environment of a biotech laboratory.
- D. Students will be able to calculate masses and volumes based on the metric system.

Committee Comments:

- JR: Is this cross-listed with any BIO? > Per a search in CNET: No.
- JR: SLO A: gain hands on experience with and gain → be able to demonstrate
- KB: SLO A: Do the lab techniques examples have to be there [for employers]? ****Liz: Ask Michal / Kai.****
(If yes, suggested edit: such as → including)
- SLO B: Add a period.
- SLO C: gain insight into → describe

NBIO 2 (Biotechnology 2)

Upon completion of NBIO 2:

- A. Students will be able to correctly prepare assays (~~e.g. PCR or protein~~), accurately record procedures, and collect and interpret data.
- B. Students will be able to explain the principles underlying at least two common biotechnology techniques, **for example, PCR, protein assays, CRISPR gene editing, Bioinformatics, or Cloning.**
- C. Students will **describe** ~~gain insights into~~ the work environment of a biotech laboratory and ~~into~~ the biotech industry.

Committee Comments:

- JG: SLO A: Omit the “e.g.” / examples
- SLO B: Omit the examples; and add a period after “techniques.”
- SLO C: gain insight into → describe

NCIS 210 (Orientation to IT Careers)

Upon completion of NCIS 210, the student will be able to:

- A. Locate and analyze IT-related occupational and educational information and resources.
- B. **Identify** ~~Clarify~~ their values, interests, strengths and skills.
- C. ~~Students will~~ **Research** investigate work tasks, settings, salary, job outlook and resources corresponding to careers they are considering.

Committee Comments:

- SLO A: “IT-related” / hyphenate
- KB: SLO C: Omit “Students will”
- KB: SLO B: “Assess” (vs. clarify)?
 - JR/JG/KS: How about “identify” or “describe”?
 - ****Liz: Check with DF to see what she prefers****
- SLO C: Investigate → Research
- KB: Are A & C really the same? Can we rework the language /better differentiate? ****Liz: Ask DF****
- JG: Maybe 3 SLOs are not necessary?

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 on-line platforms, for career exploration.

Committee Comments:

- KS: SLO B: Strike the comma after “resources.”
- KS: Who’s instructing? ***Liz: Double-check with Jill Carbone.***

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 ^{on-line} **online** platforms.
- B. Upon completion of NPCN 211, the student will have job applications tools such as interview skills, and creation of a resume and LinkedIn profile.

Committee Comments:

- KS: SLO B: Strike the comma.
- KS: Who’s instructing? ***Liz: Double-check with Jill Carbone.***
- KB: They’ll demonstrate or know where they need to go.
- It’s like assembling a portfolio – “create”?
- JG: Should B be 2 separate SLOs? What’s the intent?
(Will they actually do mock interviews, create a resume, etc.?)
- Note: There’s preparation and there’s doing.

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 ~~some of the~~ barriers that clients face when accessing social work and human service.

Committee Comments:

- KS: SLO B: Just say “identify barriers”

PCN 50L (Social Work and Human Services Fieldwork)

- A. Upon completion of PCN 50L, the student should be able to **evaluate** ~~analyze~~ their development of work skills and achievement of learning objectives **established by the student.**
- B. Upon completion of PCN 50L, the student should be able to identify skills and knowledge needed to further develop in the field.

Committee Comments:

- JR: SLO A: This is awkward sounding (analyze their development of work skills and achievement of learning objectives)
- It’s about self-assessment, right?
 - KS: Will these be specific learning objectives?
 - Achievement of self-created learning objectives?
 - Analyze → Assess
 - KB: It’s about self-awareness.
 - KB: It’s a Lab / out in the field putting PCN 50 skills into actions. Shouldn’t 50L tie back to 50 more directly? (They’re putting 50 into action.)
- KS: Offer resources to clients and assess issues in accessing resources?
- KB: They’re corequisites /you have to take them together.
 - Note: There is an hour requirement (60+ hours of fieldwork).
 - JG: They achieve 60+ hours of time with the clients – right?
(No instructor involved or assessment)
- ***Kim: Speak to Marina about this.***

PSLO Reviews

First Readings

Biotechnology Skills Certificate of Completion

Upon completion of the Biotechnology Skills Certificate of Completion:

- A. Students will gain hands-on experience with and gain proficiency in standard biotech laboratory techniques, such as accurate use of micropipettes, digital balances, microcentrifuges, gel electrophoresis, thermal cyclers, microplate readers, and/or compound light microscopes.
- B. Students will be able to correctly document their laboratory procedures and results.
- C. Students will gain insight into the work environment of a biotech laboratory.
- D. Students will be able to calculate masses and volumes based on the metric system.
- E. Students will be able to correctly prepare assays (e.g. PCR or protein), accurately record procedures, and collect and interpret data.
- F. Students will be able to explain the principles underlying at least two common biotechnology techniques, for example, PCR, protein assays, CRISPR gene editing, Bioinformatics, or Cloning.
- G. Students will gain insights into the work environment of a biotech laboratory and into the biotech industry.

Committee Comments:

- These need revisions.
- JR: Refer Michal/Kai to the SLO Handbook – there's good illustration of how CSLOs map up to PSLOs.
- JG: Yes, you want to look at the commonalities of the courses in the program and map up to the program.
- **Liz will talk to Michal / Kai about this.**

Career Exploration and Preparation Certificate

- A. Upon completion of the Career Exploration and Preparation Certificate, students will be proficient in career exploration tools and resources.
- B. Upon completion of the Career Exploration and Preparation Certificate students will be proficient in occupational research and better prepared to apply for jobs in their desired field.

Committee Comments:

- JG: They relate to the courses, yes.
- JG/JR: But the PSLOs seem very similar.

NESL College Speaking and Listening Pathway

- A. Upon completion of the NESL College Speaking and Listening Program, the student should be able to ~~confidently~~ engage in listening in an academic or professional context.
- B. Upon completion of the NESL College Speaking and Listening Program, the student should be able to ~~confidently~~ engage in speaking in an academic or professional context.
- C. Upon completion of the NESL College Speaking and Listening Program, the student should be able to ~~confidently~~ identify areas of strength and areas for improvement, and to implement improvements, in **their own** public discourse speaking and listening.

Julia McGurk presenting.

Committee Comments:

- All: "Confidently" is hard to measure – remove?
 - > KB: Unless you're going to do a pre- & post-assessment
 - o JG: We're gathering the data for this from *course* SLOs.
- JR: "Public discourse" – is there a better way to say this?
 - > Julia: Talking about speaking and intake/listening
 - o KS: You can't implement improvements in someone else's discourse...
- Liz: Is that a comma splice? > Per Karin: It seems like it could be, but it's fine.

Informational Items

CSLOs for NESL 223 (Intermediate Oral Communication)

Note: This is a new, cross-listed course [cross-listed with ESL 123].

ESL 123 (Intermediate Oral Communication)

- A. Upon completion of ESL 123, the student should be able to comprehend a short lecture on an academic topic.
- B. Upon completion of ESL 123, the student should be able to research and make a five-minute presentation on a new topic.
- C. Upon completion of ESL 123, the student should be able to take dictation of sentences and questions.
- D. Upon completion of ESL 123, the student should be able to use academic vocabulary and expressions.

CSLOs for NESL 226 (Intermediate Pronunciation and Fluency)

Note: This is a new, cross-listed course [cross-listed with ESL 126].

ESL 126 (Intermediate Pronunciation and Fluency)

- A. Upon completion of ESL 126, the student should be able to apply grammar and pronunciation rules to produce correct simple, compound and learned complex sentences with stress on content words rather than function words.
- B. Upon completion of ESL 126, the student should be able to give oral directions and instructions.
- C. Upon completion of ESL 126, the student should be able to pronounce learned vocabulary and idiomatic expressions understandably.
- D. Upon completion of ESL 126, the student should be able to take dictation of compound and complex sentences and questions with learned academic vocabulary.

CSLOs for NESL 233 (Beginning Oral Communication)

Note: This is a new, cross-listed course [cross-listed with ESL 133].

ESL 133 (Beginning Oral Communication)

- A. Upon completion of ESL 133, the student should be able to participate in discussions in one-to-one and small group situations on a variety of topics.
- B. Upon completion of ESL 133, the student should be able to use level-appropriate grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes.
- C. Upon completion of ESL 133, the student should be able to take dictation of sentences and questions.
- D. Upon completion of ESL 133, the student should be able to retell the plot and/or main ideas from news items, movies, lectures, or presentations.

CSLOs for NESL 236 (Beginning Pronunciation and Fluency)

Note: This is a new, cross-listed course [cross-listed with ESL 136].

ESL 136 (Beginning Pronunciation and Fluency)

- A. Upon completion of ESL 136, the student should be able to correctly pronounce level-appropriate vocabulary and idiomatic expressions.
- B. Upon completion of ESL 136, the student should be able to identify and stress appropriate content word(s) in a sentence.
- C. Upon completion of ESL 136, the student should be able to distinguish sounds in minimal pairs.
- D. Upon completion of ESL 136, the student should be able to correctly identify and pronounce voiced and voiceless sounds.

3-Year SLO/SAO Plans due

May 1st [1 week]: Please email your completed 3-Year Plan template to John or Liz. Thanks in advance!

SLO Coaching

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

Friday SLO Talks

Free Registration: Zoom Meeting Registration Link

- April 28 @ 10a-12p: “Equity and Program Review” w/ Tara Bryant-Edwards & Aeron Zentner
- May 5 @ 10a-12p: “Artificial Intelligence and Instructional Design from Coordinators’ Perspective” w/ Amanda Reedley

Good of the Order

- John: We have had some 3-Year Plans come in, thanks to those who have submitted so far!
 - > *We could review some at the final Spring meeting or first Fall meeting if we don’t have too many SLOs to review.*
- John is willing to help folks with 3-Year Plans & any SLO stuff over the summer (Liz too!).
- Kim: A question came up in Counseling meeting about SAOs: Should they know results first / before doing their next 3-Year Plan?
 - > *Per John: Not necessarily – you could account for that.*

Adjournment by John Rosen at 4:22 pm

Next Regular Meeting: May 8, 2023 (Rm 2450) – *This is the final meeting of the semester.*