



Student Learning Outcomes Committee Minutes

August 28, 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 Quorum:

Voting Members:

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

Guests: Danielle Bañuelos, Sue DeFuniak (Z*), Jennie Graham, Brian Hagopian (Z*), Dan Marschak, Paul Sapsford (Z*)

*Joined via Zoom

Call to Order at 2:38 pm John Rosen

Review and Approval of Agenda John Rosen
Spirn/Vernoga/Approved

Review and Approval of Minutes John Rosen
(May 8, 2023)
Spirn/McElderry/Approved
[Abstentions: Tom Orf, Marsha Vernoga.]

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.)

- Jennie Graham: She says hello, and although she is no longer a formal SLO Committee member, she will attend these meetings whenever she can -- she is offering institutional knowledge.

Welcome, New SLO Committee Members!

We are joined by Jennifer Decker, Marsha Vernoga, and Tom Orf. And our student representative (Nada Ibrahim) should be able to join us next time.

Reports

- Chair's Report John Rosen
> He received a lot of 3-Year Plans over the summer, but there are many to upload to our SLO webpage still— he just got trained on OMNI to do this. Also, he is sending a reminder to faculty to work on their 3-Year Plans soon.

- Administrator's Report Stuart McElderry
> At its 8/15 meeting, the Board approved the purchase of CurriQunet META – modules include curriculum and SLOs / customizable per College.
This marks the end of our use of eLumen (over the next year).
Migration/implementation – at least 9 months to 1 year.

- Administrator's Report – N/A Tom Orf

CSLO Reviews

First Readings

ECE 62 (Child, Family and Community)

- A. Upon completion of ECE 62, students will be able to explain socialization of the child focusing on the interrelationship of family, culture, teachers and the community.

- B. Upon completion of ECE 62, students will be able to describe strategies for collaboration with families to support children's development and learning that are respectful, reciprocal, engaging, and encourage family involvement.
- C. Upon completion of ECE 62, students will be able to identify community resources to support children and their families.
- D. Upon completion of ECE 62, students will be able to give examples of using family information to create a culturally and linguistically appropriate learning environment.

Committee Comments: None - SLOs are accepted as originally submitted.

KIN 3 (Sport in Films & Documentaries)

Upon completion of KIN 3, the student should be able to:

- A. Discuss ~~Demonstrate critical reflection on~~ the use of tropes and clichés in sports movies by incorporating broad subject knowledge perspectives.
- B. ~~Distinguish~~ Identify the 5 disparate types of sports documentaries (~~expository, observational, participatory, reflexive, and performative~~) and ~~analyze~~ explain why and how they are used.
- C. Identify theoretical strategies for critically analyzing sports movies and documentaries (~~e.g. analyzing content, recognizing themes and uses of metaphor or symbolism, describing plot and subplot in narrative, etc.~~).

Paul Sapsford presenting.

- This is a new course.
- He's been working w/ Elizabeth Wing Brooks (Film Studies faculty) to craft this.
- This is already offered at Foothill College; and we have support to offer it here.

Committee Comments:

- JR: SLO A -- Is the outcome to be able to discuss/explain the tropes/clichés? > *Paul – Yes.*
Discuss or explain? → Discuss
- JR: SLO B – Distinguish → Identify (*Paul ok's*)
and KS: Analyze → explain (*Paul ok's*)
- SLO C: - We don't really need a list. Omit the "e.g." > *Paul ok's*

KIN PIC1 (Pickleball 1)

Upon completion of KIN PIC1, the student should be able to:

- A. ~~Apply technical skills by d~~ Demonstrate ~~ing~~ when and how to manipulate groundstrokes, execute volleys and disguise dinks.
- B. Demonstrate ~~critical reflection, incorporating a broad subject knowledge of pickleball rules pertaining to when and how to move to the NVZ line.~~
- C. Apply ~~Conduct a research project which applies Bandura's (1986) Self-Efficacy model and how to apply it to build confidence for pickleball.~~

Paul Sapsford presenting.

- This is the first in a series of new courses.
- He noticed 1 typo to fix: Badura → Bandura

Committee Comments:

- JR - SLO A: You don't need the "apply technical skills."
- JR - SLO B: He had a couple suggestions; see in-line edits.
- JR - SLO C: Outcome is applying something or doing the research? > *Paul: the research*
- KB: Are you actually teaching them how to research? > *Paul: No*

KIN PIC2 (Pickleball 2)

Upon completion of KIN PIC2, the student should be able to:

- A. ~~Apply technical skills by~~ Demonstrate ~~demonstrating~~ when and how to disguise drop shots, execute smashes and implement lob shots.
- B. Demonstrate ~~critical reflection, incorporating a broad subject~~ knowledge of when and how to utilize pickleball singles strategies.
- C. Apply ~~Conduct a research project which applies~~ Dweck's Self Theory to pickleball performance.

Paul Sapsford presenting.

Committee Comments:

- JR - SLO A: You don't need the "apply technical skills."
- See above in-line edits.
- Liz is adding a period for SLO C.

KIN PIC3 (Pickleball 3)

Upon completion of KIN PIC3, the student should be able to:

- A. ~~Apply technical skills by~~ Demonstrate ~~demonstrating~~ when and how to execute spin shots and disguise your service return.
- B. Demonstrate ~~critical reflection, incorporating a broad subject~~ knowledge of when and how to utilize pickleball doubles strategies.
- C. Apply ~~Conduct a research project which applies~~ Attribution Theory to pickleball performance.

Paul Sapsford presenting.

Committee Comments:

- We suggest the same changes as PIC1 & PIC2.

KIN PIC4 (Pickleball 4)

Upon completion of KIN PIC4, the student should be able to:

- A. Demonstrate ~~Distinguish various volleys by demonstrating~~ when and how to execute punch volleys, block volleys and drop volleys.
- B. Demonstrate ~~critical reflection, incorporating a broad subject~~ knowledge of attacking strategies incorporating the counter-attack and when to reset.
- C. Apply ~~Conduct a research project which applies~~ imagery/visualization to enhance pickleball performance.

Paul Sapsford presenting.

Committee Comments:

- We suggest the same changes as PIC1 & PIC2 & PIC3.

KIN YO3 (Yoga 3)

- A. Upon completion of KIN YO3, students should be able to create and demonstrate a logical flow of yoga poses.
- B. Upon completion of KIN YO3, students should be able to demonstrate ~~name in both English and Sanskrit~~ 4-intermediate/advanced yoga poses **with proper alignment and appropriate breathing technique.**

Sue DeFuniak presenting.

- We have had these courses for quite some time.
- She updated the courses / wrote the SLOs.

Committee Comments:

- KS: Are these a leveled course where there's a 1&2 in the same room as 3&4? > Sue: Yes.
- JR: For B, they are naming four different poses?

KIN YO4 (Yoga 4)

- A. Upon completion of KIN YO4, students should be able to describe the eight limbs of Yoga using proper Sanskrit terminology.
- B. Upon completion of KIN YO4, students should be able to demonstrate and name 2-4 intermediate/advanced yoga poses in both English and Sanskrit with proper alignment and appropriate breathing technique.

Sue DeFuniak presenting.

- We have had these courses for quite some time.
- She updated the courses / wrote the SLOs.

Committee Comments:

- KS: Are all the outcomes about knowing Sanskrit? > Sue: Good catch, no. Add a "demonstrate..."
- JR will double-check eLumen regarding these SLOs' status.

MUS 145 (Piano Technology 1)

- A. Upon completion of MUS 145, the student will be able to tune upright and grand pianos at a basic level using industry standard equipment.
- B. Upon completion of MUS 145, the student will be able to make basic repairs to upright and grand pianos.
- C. Upon completion of MUS 145, the student will be able to voice a piano at a basic level.

Dan Marschak presenting.

- Students are learning how to tune etc. /take care of pianos (highly skilled profession).
- This is part of a new program.

MUS 146 (Piano Technology 2)

- A. Upon completion of MUS 146, the student will be able to tune upright and grand pianos at an intermediate level using industry standard equipment.
- B. Upon completion of MUS 146, the student will be able to make intermediate repairs to upright and grand pianos.
- C. Upon completion of MUS 146, the student will be able to voice a piano at an intermediate level.

*Dan Marschak presenting.**Committee Comments:*

- KS: Rubric about what's basic vs. intermediate? > Dan: Yes – it's really the same skills, just getting better at them.
 - o KS's suggestion: Have some guideposts /expectations for students.

NAUT A8 (Engine Performance)

- A. Upon completion of NAUT A8, the student should be able to apply emission safety precautions.
- B. Upon completion of NAUT A8, the student should be able to read and interpret scanner data.

Note: Curriculum to be approved by Curriculum Committee on 09/18/23.

Brian Hagopian presenting.

- New, but not really new – this is a copy of AUTO A8.

NAUT AMPL (Automotive Audio System Building Lab)

- A. Upon completion of NAUT AMPL, the student should be able to install a subwoofer and tune it.

Note: Curriculum to be approved by Curriculum Committee on 09/18/23.

Brian Hagopian presenting.

- Brand new, short-term (20 hrs.)

NAUT AMPZ (Automotive Audio System Building)

- A. Upon completion of NAUT AMPZ, the student should be able to evaluate different audio options for their personal vehicle.

Note: Curriculum to be approved by Curriculum Committee on 09/18/23

Brian Hagopian presenting.

- Brand new, short-term (20 hrs.)

PSLO Reviews**First Readings****Piano Technology CA**

- A. Upon completion of Piano Technology Certificate of Achievement, the student will be able to tune, voice, regulate, and repair upright and grand pianos using industry standard equipment in a ~~reasonable amount of time~~ **timely manner**.
- B. Upon completion of Piano Technology Certificate of Achievement, the student will be able **prepared** to pass the Registered Piano Tuner certification through the Piano Technicians Guild ~~with an appropriate level of practice~~.

Dan Marschak presenting.

Committee Comments:

- JR: The student will be able to pass → the student will be prepared to pass > *Dan ok's.*
- Also, strike the “with an appropriate level of practice” > *Dan okays.*
- KS: “in a timely manner” (vs. in a reasonable amount of time) > *Dan: Okay.*
- JR: Reminder that we cannot enter these in eLumen until the course/program is offered, but we can hold them in CurricUNET.

Discussion Items

- Goals for AY 23-34
 - Fall:
 - Reviewing SLOs
 - 3-Year Plans
 - Program Review work
 - Spring:
 - Debrief on what we all saw when reading Program Reviews
 - There could be a joint SLO Committee/Program Review Cmte. FLEX session
 - Incorporate reading articles and discussing them / helping to enhance teaching practice

- Invite Rajinder to present (KS: “Here are the problems we’re having. Do you have ideas on how to approach them /move forward?”)
 - Pilot group / transitioning to META (*Per Jennie -- Dashboard. Talk to IR about what would be most useful /the disaggregation piece.*)
 - Share/use Dashboard data: <https://www.laspositacollege.edu/research/outcomes.php>
- FLEX Days
 - Fall '23 FLEX Day:
 - Proposal brainstorming: As half of the programs have yet to submit a 3-Year Plan, we should offer a workshop. Faculty can do some open eLumen/SLOs worktime too.
 - Spring '24 FLEX Ideas:
 - AI / Assessment. Note: Heavy AI focus with COACHes Friday SLO Talks...
 - CurriQunet META /SLO module
 - KS: She would like to see some folks who are doing something interesting with SLOs / analysis present (could be part of a spring FLEX Day) – “You could try a project like this...” / Inspiring.
 - KS: Equity -- Disaggregation of data / SLOs with an equity focus

Informational Items

SLO Coaching

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

Friday SLO Talks

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

➤ Sept. 22 @ 10a-12p: SLO Coordinators’ Training

Good of the Order

- Liz’s Fall leave & Danielle’s assistance while Liz is gone Liz McWhorter
- Friday SLO Talks: AI & Assessment
 - Are any LPC faculty interested in presenting on this topic?
 - Jarek: “If you have any faculty who already work with AI in the realm of assessment of student learning, please send them my way and I would be happy to give them space to present.”

Adjournment at 4:26 by John Rosen

Next Regular Meeting: September 11, 2023