



Student Learning Outcomes Committee

Draft Minutes

April 14, 2025 | 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 24-25 Quorum: 4

Voting Members:

John Rosen (Chair; BSSL)
Alaina Osuka (SLO Support)
Kimberly Burks (Student Services)
Jennifer Decker (STEM)
Stuart McElderry (Dean, BSSL)
Julia McGurk (A&H)
Abigail Brandel (Student Rep)

Guests:

- 1. Call to Order – 2:32pm** John Rosen
- 2. Review and Approval of Agenda** John Rosen
First – SM, Second – JM, unam.
- 3. Review and Approval of Minutes (3/24/2025)** John Rosen
- 4. 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.)
- 5. Reports**
 - Chair's Report John Rosen
 - Implementation of CNET
 - eLumen access will end on 6/30/25
 - Administrator's Report Stuart McElderry
- 6. SLO/PSLO Reviews**
 - 6.1 Revised SLOs**
 - **ECE 65 - Administration I: Programs in Early Childhood Education**
 - A. Describe the skills necessary to organize, open, and operate an early care and education program in accordance with all applicable laws, regulations, and policies.
 - B. Describe the skills necessary to design, develop, implement, and assess a high quality early childhood education program that is responsive to the cultural, linguistic, and diverse needs of the children, families, and staff.
 - C. Describe the skills necessary to manage and maintain budget and overall fiscal operations in alignment with a strategic plan and program mission and goals.
 - **ECE 68 - Administration II: Personnel and Leadership in Early Childhood Education**
 - A. describe effective practices for managing and leading staff, and administering early care and education programs.
 - Describe effective practices for managing and leading staff and administering early care and education programs.
 - B. implement ongoing professional development plans based on evaluation of staff and administrator needs.
 - Implement ongoing professional development plans based on evaluation of staff and administrator needs.

- C. establish and maintain professional relationships, and facilitate collaboration and communication between colleagues, families, and stakeholders that are responsive, inclusive of cultural, linguistic and other unique characteristics of children, families, staff and community.
 - Establish and maintain professional relationships, and facilitate collaboration and communication between colleagues, families, and stakeholders that are responsive, inclusive of cultural, linguistic and other unique characteristics of children, families, staff and community.
- **VWT 23 - Fundamentals of Wine Science**
 - A. ~~Upon completion of VWT 23, students should be able to~~ explain the process of alcoholic fermentation.
 - a. Explain the process of alcoholic fermentation.

6.2 New Courses/SLOs

- **NBUS 215 - Work Force Power Skills**
 - A. ~~Upon completion of NBUS 215, the student will be able to when working with clients or customers,~~ makes decisions based on client or customer needs and points of view, and ask how satisfied they are with the outcome.
 - a. Make decisions that consider customer needs and ask if the customer is satisfied with the result.
 - B. ~~Upon completion of NBUS 215, the student will be able to~~ look at the bigger picture of the work situation when solving problems.
 - a. Demonstrate the ability to analyze the broader context of a work situation when solving a problem.
 - C. ~~Upon completion of NBUS 215, the student will be able to~~ share leadership by gathering ideas and using the skills of all team members.
 - a. Demonstrate leadership by gathering ideas and using the skills of all team members.
 - D. ~~Upon completion of NBUS 215, the student will be able to~~ communicate clearly using verbal and nonverbal communication, as well attentive listening.
 - a. Use clear verbal and nonverbal communication, and active listening in a workplace setting.
- **NBUS 216 - Career Success Through Compassion**
 - **Revisit revisions**
 - A. ~~Upon completion of NBUS 216, the student will be able to~~ identify personal strengths and areas of improvement, along with goals and dreams.
 - a. Identify personal strengths, areas for improvement, goals, and dreams.
 - B. ~~Upon completion of NBUS 216, the student will be able to~~ describe ways to block out negative influences, and focus on positive influences, to ensure career goals are attained.
 - a. Describe ways to block out negative influences and focus on positive influences to meet career goals.
 - C. ~~Upon completion of NBUS 216, the student will be able to~~ articulate methods to forgive and move on when a friend or coworker has caused harm or pain
 - a. Articulate methods to forgive and move on when a friend or coworker has caused harm or pain.
 - D. ~~Upon completion of NBUS 216, the student will be able to~~ select trusted individuals to provide wise counsel and guidance to achieve career goals.
 - a. Select trusted individuals to provide guidance to achieve career goals.

- E. ~~Upon completion of NBUS 216, the student will be able to work through obstacles, focusing on goals and milestones.~~
 - a. Work through obstacles, focusing on goals and milestones
 - i. Might remove this SLO
- F. ~~Upon completion of NBUS 216, the student will be able to use tools for emotional regulation so negative emotions don't negatively affect the workplace.~~
 - a. Use tools for emotional regulation so negative emotions don't affect the workplace.

6.3 New Programs/PSLOs

- **Emotional Intelligence in the Workplace - Certificate of Completion**
 - Consider combining into three categories; self-evaluation, relations, emotional.
 - A. Recognize how resilience will unleash personal and professional potential
 - B. Recognize how workplace relationships can be enhanced through EQ strategies
 - C. Eliminate emotional and relational barriers which stunt professional growth
 - D. Critically identify personal strengths and areas of improvement
 - E. Demonstrate healthy conflict resolution processes
 - F. Compassionately engage with others to solve problems and work towards common goals
 - G. Evaluate their priorities and vision for their future

7. Discussion Items

- C-Net Meta Assessment Update John Rosen
- Elumen Transition and Data John Rosen
- SAO and C-Net Meta John Rosen and Jennie Graham

8. Informational Items

Friday SLO Talks hosted by SLO COACHes

> Register here: https://rscdd-edu.zoom.us/meeting/register/tZcvfumugDMtG9Wj53AmCE_0mM230UFSfBNc#/

LPC SLO/SAO Coaching

> **By appointment**, via Zoom or in-person. *Contact John Rosen.*

Good of the Order

Adjournment 4:30pm

Next Regular Meeting: April 28, 2025