



Draft Minutes

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

SLO Committee:

Members Present (voting):

Co-Chair: John Ruys

Co-Chair: Ann Hight

Administrators:

Roanna Bennie- Absent

Don Miller- Absent

Faculty Reps:

Mark Tarte

Marty Nash

Kimberly Tomlinson- Absent

Akihiko Hirose

Gina Webster

Classified:

Scott Vigallon

Members Present (non-voting):

Director of Research and Planning:

Rajinder Samra-Absent

Meeting Guests:

1. Call to Order

Meeting called to order at 2:32pm

2. Review and Approval of Amended Agenda (November 28th, 2016)

MOTION to APPROVE draft Amended Agenda

MSC: Tarte/Webster /APPROVED

* Amended CLSO Review: New Business to include ARTS 12A-D, 13A-D, GEOL 3L, GEOL 12L, ENG 41 & 45, AJ 63, MSCM 16B-D, 32A, 32B

MSC: Vigallon/ Hight/ Approved

*Amended CLSLO Review: New Business to include ENG 11, 12A, 12B, 13A, 13B

3. Review and Approval of Minutes (October 24th, 2016)

MOTION to APPROVE draft minutes from October 24th, 2016

MSC: Tarte/Nash /APPROVED- 1 Abstention

4. Review and Approval of Minutes (November 14th, 2016)

MOTION to APPROVE draft minutes from November 14th, 2016

MSC: Vigallon/Nash /APPROVED- 2 Abstentions

5. ACCJC SLO Workshop Update- Dec 5th 8am-3pm: John Ruys reported he spoke with Roanna Benner and there will not be money for substitute teachers for the ACCJC Workshop. As we have already participated in two ACCJC Workshops and that the current workshop falls inconveniently on a Monday, we will hold off to attend the next ACCJC Workshop in the new year.

6. eLumen Workflow Update: John Ruys reported that eLumen has fixed the workflow. The reason that SLOs were not being received by the discipline coordinators when edits from the committee were requested was because we had not named the steps in the workflow, which caused a glitch in the system. It works on the test server and will be loaded onto the production site. When that happens hopefully every SLO that has been sent back to the discipline coordinators for review will be now visible in their inbox's. There is a second glitch on the test server as a discipline coordinator, when a SLO has been sent back for revision, they are unable to make any edits to the SLO. eLumen is looking into correcting the issue.

7. Using SLOs to track student transfers: Ann Hight reported that from talking to Mark Tarte and Keith Level there is interest in using SLOs to track student transfers. She stated that this opens up several questions including: Is it appropriate? How would this be tracked? Mark Tarte stated that when the Student Success Initiative was first proposed there was discussion of how to track the success of students. It was discussed that this is difficult because it requires that students report back to the college once they leave, especially if they take some time off before further pursuing their education. He stated that he is only able to track the students who enter our own academy, but that is only 10% of his students. Gina Webster stated that she had a previous discussion with Intuitional Research about how it is very difficult to track students once they leave the college on an institutional level. John Ruys stated that there is a way to in eLumen track third party data outside the course level outcomes, but that has not yet been explored. John Ruys stated that both the CSU and UC systems do track the data of transfers from Las Positas College into their institutions. UC's even break this data down as far as by major. Ann Hight stated as you can't control where a student will go after they leave the college that it does not fit with the intention of a SLO. Scott Vigallon expressed concern that having some programs with this type of SLO would set a precedent for the rest of the college. These SLO would be put into eLumen differently, if it could be done, and would be assessed differently. Mark Tarte also raised the question how to track students that were perhaps accepted for transfer, but perhaps decided not to pursue that avenue of education. The idea was raised that this is perhaps better tracked through program review.

8. CLSO Review:

a. Old Business:

i. None

b. New Business:

i. ARTS 2A: Introduction to Drawing

- **CSLOs-** 1.) Draw with linear and tonal techniques to depict light and shadow. 2.) Draw with linear and tonal techniques to depict form and develop composition. 3.) Implement materials common to the drawing process. 4.) Demonstrate ability to recognize and recreate, on a picture plane, observed values and proportions. 5.) Compose drawings with the elements and principles of visual art and design. 6.) Apply content to drawings and explain its meaning.

- **CSLOs Approved with Changes-** John Ruys stated that it was unclear if these SLO were meant for both ARTS 2A and 2B courses or only one, so he has reached out to David Wagner for clarification. Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. Will reach out to David Wagner to clarify language.

ii. ARTS 3A: Figure and Composition I

- **CSLOs-** 1.) Comprehend artistic anatomy of the human figure. 2.) Create a series of investigative drawings with different expressive strategies for the figure. 3.) Demonstrate the ability to analyze the human form, and represent that form on a 2-D surface.
 - **CSLOs Approved with Changes-** Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. Will reach out to David Wagner to clarify language.
- iii. ARTS 3B: Figure and Composition II
- **CSLOs-** 1.) Comprehend and create a well-formed body of work using artistic anatomy of the human figure. 2.) Demonstrate an intermediate ability to analyze the human form, and represent that form on a 2-D surface. 3.) Create a series of intermediate level investigative drawings with different expressive strategies for the figure.
 - **CSLOs Approved with Changes-** Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. Will reach out to David Wagner to clarify language.
- iv. ARTS 3C: Figure and Composition III
- **CSLOs-** 1.) Comprehend and create a well-formed body of work using artistic anatomy of the human figure. 2.) Demonstrate an advanced ability to analyze the human form, and represent that form on a 2-D surface. 3.) Create a series of advanced level investigative drawings with different expressive strategies for the figure.
 - **CSLOs Approved with Changes-** Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. Will reach out to David Wagner to clarify language.

v. ARTS 3D: Figure and Composition IV

- **CSLOs-** 1.) Comprehend and create a well-formed body of work using artistic anatomy of the human figure. 2.) Create a series of advanced level investigative drawings with different expressive strategies for the figure. 3.) Demonstrate an advanced ability to analyze the human form, and represent that form with a high degree of skill on a 2-D surface.
 - **CSLOs Approved with Changes-** Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. Will reach out to David Wagner to clarify language.

vi. ARTS 12A: Oil/ Acrylic Painting: Beginning I

- **CSLOs-** 1.) Develop painting skills. 2.) Paint with a variety of techniques. 3.) Administer appropriate terminology for critiquing and analyzing paintings. 4.) Compose paintings with the elements and principles of visual art and design. 5.) Apply content to paintings and explain its meaning.
 - **CSLOs Approved with Changes-** Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. Will reach out to David Wagner to clarify language.

vii. ARTS 12B: Oil/ Acrylic Painting: Beginning II

- **CSLOs-** 1.) Develop upon established painting skills. 2.) Paint with a variety of techniques and refine those techniques. 3.) Administer appropriate terminology for critiquing and analyzing paintings. 4.) Compose paintings with the elements and principles of visual art and design. 5.) Apply content to paintings and explain its meaning.
 - **CSLOs Approved with Changes-** Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can

be combined and made more quantifiable. Will reach out to David Wagner to clarify language.

viii. ARTS 12C: Oil/ Acrylic Painting: Advanced I

- **CSLOs-** 1.) Develop further upon established painting skills. 2.) Focus on previously refined techniques to develop skill. 3.) Administer appropriate terminology for critiquing and analyzing paintings. 4.) Compose paintings with the elements and principles of visual art and design. 5.) Apply content to paintings and explain its meaning.
 - **CSLOs Approved with Changes-** Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. Will reach out to David Wagner to clarify language.

ix. ARTS 12D: Oil/ Acrylic Painting: Advanced II

- **CSLOs-** 1.) Focus on previously refined techniques to develop skill. 2.) Administer appropriate terminology for critiquing and analyzing paintings. 3.) Compose paintings with the elements and principles of visual art and design. 4.) Apply researched content to paintings and explain its meaning.
 - **CSLOs Approved with Changes-** Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. Will reach out to David Wagner to clarify language.

x. ARTS 13A: Acrylic Painting: Beginning I

- **CSLOs-** 1.) Develop painting skills. 2.) Administer appropriate terminology for critiquing and analyzing paintings. 3.) Compose paintings with the elements and principles of visual art and design. 4.) Apply content to paintings and explain its meaning.
 - **CSLOs Approved with Changes-** Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can

be combined and made more quantifiable. There was also questions raised around using the language of “Administer appropriate terminology”. As there SLOs build off of each other there was some concern about if a student was able to skip a course, but as the courses are prerequisites for each other or equivalency it should not be an issue. It was agreed that faculty should be able to decide what wording would best show progression through the courses. Will reach out to David Wagner to clarify language.

xi. ARTS 13B: Acrylic Painting: Beginning II

- **CSLOs-** 1.) Develop upon established painting skills. 2.) Paint with a variety of techniques and refine those techniques. 3.) Administer appropriate terminology for critiquing and analyzing paintings. 4.) Compose paintings with the elements and principles of visual art and design. 5.) Apply content to paintings and explain its meaning.
 - **CSLOs Approved with Changes-** Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. There was also questions raised around using the language of “Administer appropriate terminology”. As there SLOs build off of each other there was some concern about if a student was able to skip a course, but as the courses are prerequisites for each other or equivalency it should not be an issue. It was agreed that faculty should be able to decide what wording would best show progression through the courses. Will reach out to David Wagner to clarify language.

xii. ARTS 13C: Acrylic Painting: Advanced I

- **CSLOs-** 1.) Develop further upon established painting skills. 2.) Focus on previously refined techniques to develop skill. 3.) Administer appropriate terminology for critiquing and analyzing paintings. 4.) Compose paintings with the elements and principles of visual art and design. 5.) Apply content to paintings and explain its meaning.

- **CSLOs Approved with Changes**- Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. There was also questions raised around using the language of “Administer appropriate terminology”. As there SLOs build off of each other there was some concern about if a student was able to skip a course, but as the courses are prerequisites for each other or equivalency it should not be an issue. It was agreed that faculty should be able to decide what wording would best show progression through the courses. Will reach out to David Wagner to clarify language.

xiii. ARTS 13D: Acrylic Painting: Advanced II

- **CSLO-** 1.) Develop further upon established painting skills. 2.) Focus on previously refined techniques to develop skill. 3.) Administer appropriate terminology for critiquing and analyzing paintings. 4.) Compose paintings with the elements and principles of visual art and design. 5.) Apply researched content to paintings and explain its meaning.
 - **CSLOs Approved with Changes**- Many of the SLOs use a standard verbiage differentiated only slightly between levels to show progression. It was discussed that some of the SLOs are very similar and perhaps can be combined and made more quantifiable. There was also questions raised around using the language of “Administer appropriate terminology”. As there SLOs build off of each other there was some concern about if a student was able to skip a course, but as the courses are prerequisites for each other or equivalency it should not be an issue. It was agreed that faculty should be able to decide what wording would best show progression through the courses. Will reach out to David Wagner to clarify language.

xiv. BIO 40: Humans and the Environment

- **CSLOs-** 1.) Upon completion of Bio 40, students should be able to analyze and critically evaluate environmental information from various sources, and present

their findings. 2.) Upon completion of Bio 40 students should be able to discuss environmental problems, their causes and evaluate solutions.

- **CSLO Approved**

xv. GEOL 1: Physical Geology

- **CSLO-** 1.) Upon completion of Geology 1, students will be able to identify and differentiate the basic ages of the Geologic Time Scale. 2.) Upon completion of Geology 1, students will be able to identify and define the basic properties of minerals. 3.) Upon completion of Geology 1, students will be able to define and identify the geology of divergent, convergent and transform plate tectonic environments.
 - **CSLOs Approved-** Ann Hight stated that she spoke with Ruth Hanna about how many of the SLOs are similar between courses. It was clarified that these SLOs cover important topics that are taught in each course.

xvi. GEOL 1L: Physical Geology Laboratory

- **CSLO-** 1.) Upon completion of Geology 1 laboratory, students will be able to evaluate and interpret geologic diagrams encapsulating geologic histories. 2.) Upon completion of Geology 1 laboratory, students will be able to evaluate and differentiate rock samples. 3.) Upon completion of Geology 1 laboratory, students will be able to evaluate and differentiate mineral samples.
 - **CSLOs Approved-** Ann Hight stated that she spoke with Ruth Hanna about how many of the SLOs are similar between courses. It was clarified that these SLOs cover important topics that are taught in each course.

xvii. GEOL 3: Historical Geology

- **CSLOs-** 1.) Upon completion of Geology 3, students will be able to identify and differentiate the types and methods of fossilization. 2.) Upon completion of Geology 3, students will be able to evaluate and interpret geologic diagrams encapsulating geologic histories (sequences of events). 3.) Upon completion of Geology 3, students will be able to define and identify the geology of divergent, convergent and transform plate tectonic environments.

- **CSLOs Approved**- Ann Hight stated that she spoke with Ruth Hanna about how many of the SLOs are similar between courses. It was clarified that these SLOs cover important topics that are taught in each course.

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xviii. GEOL 3L: Historical Geology Laboratory

- **CSLO**- 1.) Upon completion of Geology 3 laboratory, students will be able to interpret, analyze and/or explain complex geologic concepts and principles through geologic cross-sections. 2.) Upon completion of Geology 3 laboratory, students will be able to evaluate and/or interpret geologic diagrams encapsulating geologic histories (sequences of events). 3.) Upon completion of Geology 3 laboratory, students will be able to identify and differentiate fossil samples.

- **CSLOs Approved**- Ann Hight stated that she spoke with Ruth Hanna about how many of the SLOs are similar between courses. It was clarified that these SLOs cover important topics that are taught in each course.

xix. GEOL 5: Environmental Geology: Hazards & Disasters

- **CSLOs**- 1.) Upon completion of Geology 5, students will be able to identify and/or explain the fundamentals of stream systems, including flooding. 2.) Upon completion of Geology 5, students will be able to identify and/or explain volcanic geohazards. 3.) Upon completion of Geology 5, students will be able to define and identify the geology of divergent, convergent and transform plate tectonic environments.

- **CSLOs Approved**- Ann Hight stated that she spoke with Ruth Hanna about how many of the SLOs are similar between courses. It was clarified that these SLOs cover important topics that are taught in each course.

xx. GEOL 7: Environmental Geology: Resources, Use, Impact & Pollution

- **CSLO**- 1.) Upon completion of Geology 7, students will be able to identify and/or evaluate the various methods of groundwater pollution. 2.) Upon completion of

Geology 7, students will be able to identify and differentiate the various types of fossil fuels. 3.) Upon completion of Geology 7, students will be able to define and identify the geology of divergent, convergent and transform plate tectonic environments.

- **CSLOs Approved-** Ann Hight stated that she spoke with Ruth Hanna about how many of the SLOs are similar between courses. It was clarified that these SLOs cover important topics that are taught in each course.

xxi. GEOL 12: Introduction to Oceanography

- **CSLO-** 1.) Upon completion of Geology 12, students will be able to define and identify the geology of divergent, convergent and transform plate tectonic environments. 2.) Upon completion of Geology 12, students will be able to analyze, differentiate and/or identify the basic marine life habitats. 3.) Upon completion of Geology 12, students will be able to identify and differentiate basic marine geomorphologies (e.g., seamounts, guyots, continental shelf, submarine canyons, etc.)
 - **CSLOs Approved-** Ann Hight stated that she spoke with Ruth Hanna about how many of the SLOs are similar between courses. It was clarified that these SLOs cover important topics that are taught in each course.

xxii. GEOL 12L: Introduction to Oceanography Laboratory

- **CSLOs-** 1.) Upon completion of Geology 12 laboratory, students will be able to construct bathymetric contours 2.) Upon completion of Geology 12 laboratory, students will be able to interpret bathymetric maps. 3.) Upon completion of Geology 12 laboratory, students will be able to evaluate (test and identify) sea floor samples.
 - **CSLOs Approved-** Ann Hight stated that she spoke with Ruth Hanna about how many of the SLOs are similar between courses. It was clarified that these SLOs cover important topics that are taught in each course.

xxiii. CIS 46: Game Programming: 2D and 3D

- **CSLO-** Develop detailed design specifications for a substantive application, including major subsystems and interfaces.
 - **CSLOs Approved-** It was discussed that Ann and John will reach out to LaVaughn Hart about adding the standard language to the SLOs.

xxiv. CIS 75: Office Technology/ Communications

- **CSLO-** Upon successful completion of this course, student will be able to use email systems such as Outlook to create contacts, calendar appointments, and send email messages.
 - **CSLOs Approved-** It was discussed that Ann and John will reach out to LaVaughn Hart about adding the standard language to the SLOs.

xxv. CIS 8: Essential Computing Skills

- **CSLO-** Student will be able to perform basic file management tasks such as copying and moving files and folders and perform Internet searches to find specific data.
 - **CSLOs Approved-** It was discussed that Ann and John will reach out to LaVaughn Hart about adding the standard language to the SLOs.

xxvi. CIS 9104: Web Design Specialist

- **CSLO-** Upon successful completion of this class it is anticipated that students will be able to master web site development process and design elements such as: customer expectations, ethical and legal issues, aesthetics, the site user's experience, navigation, usability, accessibility, multimedia, client side and server side technologies.
 - **CSLOs Approved-** It was discussed that while "anticipated" is more of an objective rather than an outcome, but, as it follows the rest of the sentence structure, it should remain. It was discussed that Ann and John will reach out to LaVaughn Hart about adding the standard language to the SLOs.

xxvii. CIS 9103: Web Site Development Foundations

- **CSLO-** Upon successful completion of this class, it is anticipated that students will be able to test and analyze Web site performance issues, identify steps in the Web

site planning and development process as well as consider copyright and ethical issues when creating Web pages.

- **CSLOs Approved** It was discussed that while “anticipated” is more of an objective rather than an outcome, but, as it follows the rest of the sentence structure, it should remain. It was discussed that Ann and John will reach out to LaVaughn Hart about adding the standard language to the SLOs.

xxviii. CIS 9992: Web: PHP Programming, MySQL

- **CSLO-** Upon successful completion of this class, it is anticipated that students will be able to use PHP syntax to embed dynamic activity in web pages and build database-driven applications.
 - **CSLOs Approved-** It was discussed that while “anticipated” is more of an objective rather than an outcome, but, as it follows the rest of the sentence structure, it should remain. It was discussed that Ann and John will reach out to LaVaughn Hart about adding the standard language to the SLOs.

xxix. CNT 51: COMPTIA 1+ Certification Computer Technician

- **CSLOs-** 1.) Upon completion of CNT 51, it is anticipated that students will be able to install, configure, secure and troubleshoot PC/Networking/Mobile devices. 2.) Upon completion of CNT 51, it is anticipated that students will be able to install, configure, and troubleshoot operating systems and applications. 3.) Upon completion of CNT 51, it is anticipated that students will be able to practice professionalism and professional communications.
 - **CSLOs Approved-** It was discussed that while “anticipated” is more of an objective rather than an outcome, but, as it follows the rest of the sentence structure, it should remain. It was discussed that Ann and John will reach out to LaVaughn Hart about adding the standard language to the SLOs.

xxx. ECD 63: Early Childhood Curriculum

- **CSLO-** By the end of ECD 63 students shall use reflective practices to evaluate the effectiveness of early childhood curriculum, classrooms, and teaching strategies.

- **CSLOs Approved**

xxxi. ECD 69: Child Study: Observation and Assessment

- **CSLOs-** 1.) By the end of ECD 69 students shall be able to Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum. 2.) By the end of ECD 69 students shall be able to Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

- **CSLOs Approved-** It was discussed that the capitalization mid-sentence is due to copying and will be corrected. Standard language will be added.

xxxii. ECD 87: Quality Environments for Infants/ Toddlers

- **CSLOs-** 1.) By the end of ECD 87 students shall be able to Summarize the essential policies and practices of quality infant and toddler programs. 2.) Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers. 3.) Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

- **CSLOs Approved** It was discussed that the capitalization mid-sentence is due to copying and will be corrected. Standard language will be added.

xxxiii. ECON 1: Principles of Microeconomics

- **CSLO-** 1.) Upon completion of Econ 1 students will be able to define different market structures and explain how firms optimize their fiscal objectives in these markets. 2.) Upon completion of Econ 1 students will be able to define market and its failures and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production. 3.) Upon completion of Econ 1 students will be able to define opportunity cost and marginal analysis and explain how they relate to choices of individuals in the economy.

- **CSLOs Approved**

xxxiv. ECON 2: Principles of Microeconomics

- **CSLOs-** 1.) Upon completion of Econ 2 students will be able to define key economic indicators, including GDP, CPI, and Unemployment Rate, and use these

quantitative measures to analyze the economy. 2.) Upon completion of Econ 2 students will be able to define market and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production. 3.) Upon completion of Econ 2 students will be able to describe monetary and fiscal policies and explain how they affect short-term economic fluctuations.

- **CSLOs Approved**

xxxv. ECON 10: General Economics

- **CSLO-** Upon completion of Econ 10 students will be able to define key economic indicators, including GDP, CPI, and Unemployment Rate, and use these quantitative measures to analyze the economy.

- **CSLOs Approved**

xxxvi. ENG 11: Intro to Creative Writing

- **CSLO-** 1.) Upon completion of English 11, the student should be able to write a short story applying techniques of dialogue, characterization, point-of-view, plot, description, style, tone and voice. 2.) Upon completion of English 11, the student should be able to write poems in traditional and modern forms, applying techniques including image, metaphor, sound and symbolism.

- **CSLOs Approved**

xxxvii. ENG 12A: Craft of Writing Fiction

- **CSLO-** 1.) Upon completion of English 12A, the student should be able to write and revise a story or chapter demonstrating proficiency in the basic elements of fiction, i.e., character, plot, setting, point of view, and theme.

- **CSLOs Approved**

xxxviii. ENG 12B: Craft of Writing Fiction, Intermediate

- **CSLO-** 1.) Upon completion of English 12B, the student should be able to write and revise a story or chapter demonstrating command of the elements of fiction, i.e., character, plot, setting, point of view, tone, figures of speech, symbolism, and theme to create resonance and meaning.

- **CSLOs Approved**

xxxix. ENG 13A: Craft of Writing Poetry

- **CSLO- 1.)** Upon completion of English 13A, the student should be able to write poems in traditional and modern forms, demonstrating proficiency in techniques including image, metaphor, sound and symbolism to develop ideas and create meaning
 - **CSLOs Approved**
- xl. ENG 13B: Craft of Writing Poetry, Intermediate
- **CSLO- 1.)** Upon completion of English 13B, the student should be able to write poems in traditional and modern forms, demonstrating command of techniques including image, metaphor, sound and symbolism to develop ideas and create meaning to develop ideas and create meaning.
 - **CSLOs Approved**
- xli. ENG 20: Studies in Shakespeare
- **CSLOs- 1.)** Analyze an author’s use of literary techniques to develop a theme. 2.) Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural traditions. 3.) Identify, analyze, and interpret the distinctive metaphors, poetic forms and vocabulary used in Shakespeare's plays and sonnets.
 - **CSLOs Approved-** Standard verbiage needed. The use of the word of appreciate was questioned as subjective. Nash stated that this issue had been discussed at a workshop he attended and in his department, in both discussions it was agreed that it was appropriate to use that verbiage.
- xlii. ENG 32: US Women’s Literature
- **CSLOs- 1.)** Analyze an author’s use of literary techniques to develop a theme. 2.) Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition. 3.) Recognize, appreciate, and analyze the impact of gender on individual expression.
 - **CSLOs Approved-** Standard verbiage needed. The use of the word of appreciate was questioned as subjective. Nash stated that this issue had been discussed at a workshop he attended and in his department, in

both discussions it was agreed that it was appropriate to use that verbiage.

xliii. ENG 35: Modern American Literature

- **CSLOs-** 1.) Analyze an author's use of literary techniques to develop a theme. 2.) Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition. 3.) Analyze, evaluate, and interpret how 20th century American literature creates and reflects an American identity.
 - **CSLOs Approved** Standard verbiage needed. The use of the word of appreciate was questioned as subjective. Nash stated that this issue had been discussed at a workshop he attended and in his department, in both discussions it was agreed that it was appropriate to use that verbiage.

xliv. ENG 41: World Literature: 17th Century -Present

- **CSLOs-** 1.) Analyze an author's use of literary techniques to develop a theme. 2.) Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition. 3.) Analyze two authors from different cultures, recognizing universal themes as well as distinct ideas regarding human nature, cultural values, or literary form.
 - **CSLOs Approved-** Standard verbiage needed. The use of the word of appreciate was questioned as subjective. Nash stated that this issue had been discussed at a workshop he attended and in his department, in both discussions it was agreed that it was appropriate to use that verbiage.

xlvi. ENG 44: Literature of the American West

- **CSLO-** 1.) Analyze an author's use of literary techniques to develop a theme. 2.) Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition. 3.) Appreciate how individuals from different racial groupings, and different classes and genders within those groupings, contributed to the fabric of American Western culture through their individual action and interaction. 4.) Describe

literary aspects of American Western narrative, including narrative style, character, dialogue, figurative language, and the use of landscape, among others.

- **CSLOs Approved-** Standard verbiage needed. The use of the word of appreciate was questioned as subjective. Nash stated that this issue had been discussed at a workshop he attended and in his department, in both discussions it was agreed that it was appropriate to use that verbiage.

xlvi. ENG 45: Studies in Fiction

- **CSLOs-** 1.) Analyze an author's use of literary techniques to develop a theme. 2.) Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition. 3.) Demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development.
 - **CSLOs Approved-** Standard verbiage needed. The use of the word of appreciate was questioned as subjective. Nash stated that this issue had been discussed at a workshop he attended and in his department, in both discussions it was agreed that it was appropriate to use that verbiage.

xlvii. POLI 7: Introduction to American Government

- **CSLOs-** 1.) Upon completion of Pol Sci 7, students should be able to analyze political systems by using the comparative method. 2.) Upon completion of Pol Sci 7, students should be able to explain the impact of the regional, economic, historical, and cultural factors on political institutions and behavior. 3.) Upon completion of Pol Sci 7, students should be able to compare political systems, both in theory and with actual country examples 4.) Upon completion of Pol Sci 7, students should be able to explain the civil liberties and civil rights of individuals as articulated in the U.S. Constitution and federal court decisions. 5.) Upon completion of Pol Sci 7, students should be able to identify and evaluate institutions and political processes within the United State and California. 6.) Upon

completion of Pol Sci 7, students should be able to explain the founding and development of the U.S, Constitution.

- **CSLOs Approved-** It was discussed whether it is ok to use a shortened version of the course descriptor in SLOs. It was decided that it is ok.

xlviii. POLI 12: Introduction to California State and Local Government

- **CSLOs-** 1.) Upon completion of Pol Sci 12, students should be able to demonstrate an understanding of the complexity of California's governing structure(s) including how we legislate, vote live, and decide on our collective future. 2.) Upon completion of Pol Sci 12, students should be able to demonstrate California's diverse populous, geography, ideologies and how these interact and affect public policy formation at the state and local level. 3.) Upon completion of Pol Sci 12, students should be able to identify, evaluate, and critically assess the various structures and processes of California government. 4.) Upon completion of Pol Sci 12, students should be able to demonstrate understanding of California State and Local Government intergovernmental relations. 5.) Upon completion of Pol Sci 12, students should be able to demonstrate an understanding, and an ability to apply political philosophies relating to the past, present, and future of American political thought. 6.) Upon completion of Pol Sci 12, students should be able to critically identify, evaluate and assess the efficacy of various historic and contemporary social and political philosophers and philosophies.

- **CSLOs Approved-** It was discussed whether it is ok to use a shortened version of the course descriptor in SLOs. It was decided that it is ok.

xlix. POLI 20: Comparative Government

- **CSLO-** Upon completion of Pol Sci 20, students should be able to identify and assess the role of the state.
- **CSLOs Approved-** It was discussed whether it is ok to use a shortened version of the course descriptor in SLOs. It was decided that it is ok.

I. POLI 30: International Relations

- **CSLOs-** 1.) Upon completion of Pol Sci 30, students should be able to identify and evaluate relevant theoretical concepts to events. 2.) Upon completion of Pol Sci 30, students should be able to assess and analyze contemporary issues in

international relations. 3.) Upon completion of Pol Sci 30, students should be able to identify and explain international relations theories.

- **CSLOs Approved**- It was discussed whether it is ok to use a shortened version of the course descriptor in SLOs. It was decided that it is ok.

li. AJ 63: Criminal Investigation

- **CSLO**- After successfully completing AJ63, the student will be able to perform a basic crime scene search and identify applicable investigative resources.
- **CSLOs Approved**

lii. MUS 8A or MUS 8B: Harmony and Musicianship I/ II

- **CSLOs**- 1.) Student will analyze harmonic, melodic, and formal elements of 20th Century repertoire using a variety of techniques and approaches. 2.) Through ear training exercise such as harmonic dictation, melodic dictation, rhythmic dictation, and sight-singing, students will increase their musicianship acuity.
- **CSLOs Not Approved**- John Ruys stated that he is awaiting confirmation what course the SLOs are for. The first SLO the committee felt should be changed to be more of an outcome including language like “Student should be able to”. The Music Dept. will be contacted for clarification and to edit verbiage.

liii. MUS 28: Keyboard Skills

- **CSLOs**- 1.) Upon completion of Mus 28 the student should be able to play scales, chords, progressions, and exercise using advanced technique. 2.) Upon completion of Mus 28 the student should be able to perform intermediate to advanced repertoire in recital setting. 3.) Upon completion of Mus 28 the student should be able to recognize weak spots in his or her playing and develop effective practice routines to correct these issues.
- **CSLOs Approved**- It was clarified that this course is new and not yet in eLumen

liv. MSCM 16B: Express College Newspaper B

- **CSLO**- Critique The Express, demonstrating advanced understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

- **CSLOs Approved**

lv. MSCM 16C: Express College Newspaper C

- **CSLOs-** Critique The Express, demonstrating intermediate-to-advanced understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

- **CSLOs Approved**

lvi. MSCM 16D: Express College Newspaper D

- **CSLO-** Critique The Express, demonstrating intermediate-level understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

- **CSLOs Approved**

lvii. MSCM 32A: Introduction to Radio Production

- **CSLOs-** 1.) Upon completion on MSCM32A students will produce a variety of audio files for radio, including sound drop, promos, and intro or billboards. 2.) Upon completion on MSCM32A students will produce six show episodes of original content. 3.) Upon completion on MSCM32A students will work in teams in the production of live events. 4.) Upon completion on MSCM32A receive training in all-digital environment, using multi-platform sources to deliver media productions in high definition. 5.) Upon completion on MSCM32A students will learn the different aspects of the role of the media in society, through research projects. 6.) Upon completion on MSCM32A students will contribute to the production of college media, by covering college sports and campus events. 7.) Upon completion on MSCM32A students will create original shows and use new media, as well as several social networking platforms, to promote radio productions for online and broadcasting markets.

- **CSLOs not Approved-** SLOs need to be broader, they are currently difficult to assess. The Mass Communications Department will be contacted.

lviii. MSCM 32B: Intermediate Radio Production

- **CSLOs-** 1.) Upon completion on MSCM32B students will produce a variety of audio files for radio, including sound drop, promos, and intro or billboards, using

advanced recording and editing techniques. 2.) Upon completion on MSCM32B students will produce weekly episodes of original content. 3.) Upon completion on MSCM32B students will conduct live and interviews shows. 4.) Upon completion on MSCM32B students will supervise and coordinate teams in the production of live events 5.) Upon completion on MSCM32B students will participate in Radio Las Positas as staff managers, having real responsibilities by contract, and in positions of leadership. 6.) Upon completion on MSCM32B students will demonstrate understanding of marketing strategies, using standard industry metrics to show high web traffic to potential clients. 7.) Upon completion on MSCM32B students will develop individual projects and establish relationships with sponsors based on market/ listeners.

- **CSLOs not Approved**-SLOs need to be broader, they are currently difficult to assess. The Mass Communications Department will be contacted.

9. PSLO Review:

- c. Old Business:
 - i. None
- d. New Business:
 - i. None

10. SAO Review

- e. Old Business
 - i. None
- f. New Business
 - i. None

11. Administrative Update- No Update

Roanna Bennie

12. Good of the Order: John Ruys stated that Roanna Bennie will present the SLO data at Wednesday's Town Meeting. 95 % of Fall Syllabi had SLO's on them and approximately 62% of courses were assessed in this academic year. Gina Webster asked how it would be best for departments or faculty to communicate if they will be focusing on rewriting SLOs and not assessing during a semester. It was decided that this would best be communicated through program review.

13. Adjournment at 3:39 pm

14. Next Regular Meeting (Monday, January 23rd, 2017)