

Example IL-SLO Reflections

Department - Art (ART)	1 - Identify and Name	2011-2012	This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Communication/Global Consciousness and responsibility core competencies because it requires students to be able to identify, contextualize (time, place, religion, politics, etc.) the cultures we study.
Department - Chemistry (CHEM)	Graphing and Data Analysis	2011-2012	Students scored highest on the questions involving experimental descriptions compared to diagrams. Increased class time devoted to developing critical thinking as applied to interpreting and understanding graphs and diagrams will improve skills in these areas.
Department - Communication Studies (COMM)	1 - Critical Thinking	2011-2012	This SLO specifically addresses the competencies of communication, critical thinking, and global community, as it requires students to develop verbal, nonverbal, written, and analytical skills comparing/contrasting race and ethnicity in the U.S. with cultures abroad.
Program (BHS-BIOL) - Biological Sciences AS 1		2011-2012	This particular activity in Bio 1C speaks mostly to the Communication and Creative/Analytical thinking IL-SLOs. Students generally did well, but about 40% of the papers had confusing introductions and conclusions which confounded grading a bit. It is hard to tell if this was because students did not bother doing drafts (not required) before submission. I am considering also having anonymous peer review of papers before they are turned into me, using my rubric to see if that improves overall quality of the papers.
Program (BHS-VT) - Veterinary Technology AS	1. Fundamental Knowledge, Attitudes, and Critical Thinking	2011-2012	Multiple Course Objectives for every course in the Veterinary Technology Curriculum connect to each of the "Four Cs" of the College ILOs. Students are required to demonstrate competency in high order Communication, Computation, Critical Thinking, and Community/Global Consciousness by completing many required tasks and assignments which allow them to learn, practice, and show proficiency on multiple and varied types of assessments. The ultimate demonstration is that all of the students pass their State and National Licensing Exams and are employed as veterinary Technicians at graduation.
Program (FA-PHOT) - Digital Photography II CA	1	2011-2012	Our workforce requires creative thinking and problem solving. Our transfer students will not succeed with limited skills that only encourage rote learning. Images and creativity are at the center of the new economies and current world of communication. By making photographs and studying the master of this field students begin to make the connection and expand their visual literacy. Students must gain skills in computation ? solve problems and master the technology of photograph. This is practical development of their creative critical and analytical thinking.
SA - Library	Library Orientations	2011-2012	This outcome is also known as information competency (the ability to find, evaluate, and use information to meet an identified information need) and is a key component of "Creative, Critical, and Analytical Thinking." It requires judgment and decision making about where and how to search for information sources and how to evaluate them.
SA - Media Center	Resources	2011-2012	Using digital information and non-print resources, and the hardware necessary to access them, supports all four core competencies. Analytical reading, technology skills, synthesis and evaluation, and cultural awareness are attributes acquired when using and applying information for course completion.