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|-------------|---|---|---|--|----------------|----------|
| ECON 101    | Data Outcome Unreported   |   |   |  |                |          |
| ENGL 089    | Identify and paraphrase main ideas and classify details in college level multi-paragraph articles of short and medium length.   | This SLO supports ILO 1, 2, 4, and 5. Comprehending the main idea and the major and minor details enhances communication, information literacy, and global awareness. | Students are also required to apply basic critical thinking skills when they identify, classify and substantiate their choices.   |  | See ILO1       | See ILO1 |
| ENGL 101    | Demonstrate mastery of pre-writing strategies, including brainstorming and outlining.   | Communication skills-- Students need to outline effectively in order to write an essay that is well focused and communicates effectively.                             | Critical thinking skills--students need to evaluate their research materials in order to choose the most important points to discuss. These points go on the outline. Students may also brainstorm qualities of materials and the effective arguments of authors. |  |                |          |
| ENVS/AG 110 | Identify an important issue in environmental science, conduct research via literature, interviews with experts and hands-on projects, and document the information sources utilized by citing references within a research paper and at the end, using a standard documentation style (e.g. MLA style). |   |   |  | X – Meets ILO4 |          |
| HE 102      | 1. Design a cardiovascular program<br>2. Engage in a personal cardiovascular program<br>3. Identify basic health terms.   |   | The students had to use critical thinking on how to use correct cardiovascular principles in designing a cardiovascular fitness program. Also the students had to figure out which approach to learn and identify health terms.                                   | The students had to take personal responsibility to record accurate information in a log after each cardiovascular workout system. |                |          |
| HIST 120    | Describe the causes and/or impact of a historical event.  | X – Meets ILO1  | X – Meets ILO2  |  |                |          |
| MATH 090    | 1. Recognize and Solve a System of Equations in an Applied Setting<br>2. Manipulate Rational Expressions and Solve Equations involving them   |   | Both of the SLO's assessed relate to ILO2, Critical Thinking Skills. Once the process is learned it must be applied to other similar problems and that will always require critical thinking.   |  |                |          |
| MATH 119    | Student will apply techniques of Linear modeling to explore the relationship between two numerical variables.   |   | The SLO contributed to student in critical thinking, related to ILO2  |  |                |          |

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| MUS 100  | Write in counting for rhythms consisting of half, quarter and eighth note/rests.   |  | Understanding rhythm and learning the universal counting method requires some basic math skills and an understanding of multiplication and division.                |   |  |  |
| PE 100   | 1. Design a personal strength training program<br>2. Design a personal cardiovascular program  |  | The students had to use critical thinking on how to use correct strength and cardiovascular principles in designing a personal strength and cardiovascular program. |   |  |  |
| PE 128   | Data Outcome Unreported  |  |   |   |  |  |
| POLS 102 | Participate in activities that promote the public good (e.g., the voting process, jury duty, community service)  | Students were required to interact with community members, work with other people, and communicate with others regarding their community service activities. Communication skills were required in various forms throughout the activities.  |   | Students were required to follow guidelines and complete tasks in a timely manner. Each student was personally responsible for their portion of the activity to insure project success. |  | Students developed increased awareness of community, state and/or national issues through the community service activities.  |
| PSY 101  | 1. Conduct a search for appropriate psychological research articles using a number of data sources<br>2. Write a paper on a psychological topic using appropriate research articles<br>3. Compare and contrast in the written paper a psychological topic from a Western and non-Western perspective | The students were asked to write a paper wherein the compared and contrasted a behavior in the United States with a behavior from another culture outside of Western Cultures. The students did well with their written communication (ISLO1) of their research and also did well with critical thinking skills (ISLO2). | See ILO1  | <b>Personal Responsibility</b><br>superior level of responsibility as the majority of the students turned in their assignment in and on time  | The largest problem was that some students used Wikipedia as a source which was not an acceptable source and thus the students need more training in how to use electronic databases to search for reliable sources. | The other issue is the lack of compare and contrast of a Western vs. Non-Western behavior (ISLO5). Thus, more emphasis will be place on this concept in the next assessment. |
| SOC 101  | Students will gain an understanding of the sociological imagination  | ILO1- Low stakes writing allows the students to elucidate their own points of view on a specific sociological concept.   |   | ILO3-Students must be present in class to turn in the assignment to get credit for it.  | ILO4-Students would need to have adequate information literacy about the sociological imagination as a concept to be able to respond to questions about it in a critical way.  |  |
| SPAN 220 | Analyze a cultural product (films or texts) from Spain or Latin America.   | X – Meets ILO1   | X – Meets ILO2  |   |  |  |

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| SPCH 100 | Deliver an organized informative speech to class audience members. The speech must adhere to specific time restrictions and requirements, as assigned by the instructor. | X – Meets ILO1 | Each Student used a template of questions to ask themselves critical questions prior to speaking | The assignment was required of each student for a grade in order to pass the course. They had to comply with a step-by-step process in order to fulfill this requirement. This was the precursor to subsequent speeches which helped tremendously in the preparation for those speeches. | Students were required to research their topics and provide relevant evidence to support their ideas. | this process involved increasing their perspectives and viewpoints on global issues. |
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## SLO's by Course

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| ART 100                             | History & Appreciation of Art I      | 1. Identify famous works of art. (ILO1, ILO4, ILO5)   |
|                                     |                                      | 2. Recognize diverse art styles. (ILO2, ILO4, ILO5)   |
|                                     |                                      | 3. Appreciate the cultural and historical significance of famous works of art. (ILO4, ILO5)   |
| BIOL 100                            | Principles Of Biological Science     | 1. respond to critical thinking applications of biological scenarios. (ILO2)  |
|                                     |                                      | 2. attend and arrive on time for class and lab meetings. (ILO3)   |
|                                     |                                      | 3. communicate ideas in biology clearly. (ILO1)   |
|                                     |                                      | 4. perform lab activities properly and correctly analyze lab data. (ILO1, ILO2)   |
| CHEM 100                            | Introduction To Chemistry            | 1. calculate English and metric unit conversions and measurements using dimensional analysis. (ISLO4)   |
|                                     |                                      | 2. write symbols for elements and know common ionic charges. (ISLO2)  |
|                                     |                                      | 3. derive and write formulas and names for chemical compounds. (ISLO2)  |
|                                     |                                      | 4. write and balance common chemical equations and identify reaction types. (ISLO4)   |
| CIS 101                             | Introduction to Information Systems  | 1. Analyze web information sources for relevance and accuracy; and synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level. (ILO1, ILO2, ILO4)  |
|                                     |                                      | 2. Describe the general characteristics of a computer system and identify types of computer hardware and software and explain their functions.(ILO1, ILO2, ILO4)  |
|                                     |                                      | 3. Demonstrate the use of a word processor, spreadsheet, and database application program by completing projects that require students to extend course content to real-world situations and manage and organize files and use data storage devices. (ILO1, ILO2, ILO4) |
| ECON 101                            | Introduction to Micro Economics      | 1. Organize and prioritize costs and benefits of a given issue. Write an analysis using the available data. (ILO1,ILO2)   |
|                                     |                                      | 2. Identify and understand the supply and demand model. Use the model to predict price and quantity changes in markets given changes in the determinants of supply and demand. (ILO2, ILO5)   |
|                                     |                                      | 3. Show an ability to think at the margin. Use marginal thinking to solve problems. (ILO2)  |
| ENGL 019<br>(Formerly ENGL 088/089) | Reading II: Intermediate Development | 1. Use knowledge of main idea, major and minor details to compose outlines, paraphrases and summaries of college-level multi-paragraph essays, articles, editorials and textbook chapters. (ILO1, ILO2, ILO4)   |
|                                     |                                      | 2. Use critical thinking skills (analysis, synthesis, and evaluation) to respond to college level texts. (ILO1, ILO2)   |
|                                     |                                      | 3. Use a variety of strategies to analyze and learn college level vocabulary. (ILO1, ILO2)  |
|                                     |                                      | 4. Show growth in reading skills by attending and completing assignments (blocks) in the online reading lab program. (ILO1, ILO2, ILO3, ILO4)   |

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| ENGL 101    | Composition and Rhetoric   | 1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO4, ILO5)   |
|             |                            | 2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining. (ILO1, ILO2)  |
|             |                            | 3. Develop an essay of multiple pages that effectively presents and strongly supports a clear thesis statement. (ILO1, ILO2)   |
| ENVS/AG 110 | Environmental Science      | 1. identify an important issue in environmental science, conduct research via literature review, interviews with experts, and/or hands-on projects, and document the information sources by citing references parenthetically within a research paper and listing them at the end, using a standard documentation style, such as MLA. (ILO4) |
|             |                            | 2. use ecosystems thinking to design and create a visual representation of a sustainable human settlement which functions on ecosystem principles and fulfills the ethic of caring for the earth and caring for the people. (ILO5)   |
|             |                            | 3. identify an important issue in environmental science, conduct research on it via literature review, interviews with experts, and/or hands-on projects, and clearly communicate the content learned by writing a research paper and/or giving a presentation to the class. (ILO1)  |
| HE 102      | Health Education           | 1. Identify correct cardiovascular principles and design a cardiovascular program. (ILO2)  |
|             |                            | 2. Engage in a personal cardiovascular program. (ILO3)   |
|             |                            | 3. Identify basic health terms. (ILO2)   |
| HIST 120    | United States to 1877      | 1. Identify and recall key information from a historical text and/or a documentary film. (ILO1)  |
|             |                            | 2. Describe the causes and/or impact of a historical event. (ILO1, ILO2)   |
|             |                            | 3. Explain the significance of a historical text by the end of the course. (ILO1, ILO2)  |
| MATH 090    | Intermediate Algebra       | 1. Recognize and Solve a System of Equations in an Applied Setting   |
|             |                            | 2. Manipulate Rational Expressions and Solve Equations involving them  |
| MATH 119    | Elementary Statistics      | 1. Identify, compare, and contrast two articles that include both descriptive and inferential statistics on the same research topic. (ILO2, ILO4)  |
|             |                            | 2. Apply their knowledge of statistical inference to conduct formal significance tests concerning single populations. (ILO2)   |
|             |                            | 3. Demonstrate their knowledge of basic descriptive statistics. (ILO2, ILO4)   |
|             |                            | 4. Apply techniques of linear modeling to explore the relationship between two numerical variables. (ILO2)   |
| MUS 100     | Intro to Music Foundations | 1. Demonstrate the locations of pitches on the piano keyboard and on the bass and treble clefs. (ILO2, ILO4)   |
|             |                            | 2. Perform selected songs on flutophone with correct pitches and rhythm. (ILO2, ILO4)  |
|             |                            | 3. Write and identify all 15 major scales. (ILO2, ILO4)  |
|             |                            | 4. Write in counting for rhythms consisting of half, quarter and eighth note/rests. (ILO2, ILO4)   |

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| PE 100   | Lifetime Exercise Science      | 1. Identify correct strength training principles and design a personal strength training program. (ILO2)   |
|          |                                | 2. Identify correct cardiovascular principles and design a personal cardiovascular program. (ILO2)   |
| PE 128   | Volleyball                     | 1. demonstrate basic skills (passing, setting, spiking & serving). (ILO1, ILO3)  |
|          |                                | 2. explain basic strategies of offensive and defensive transitions. (ILO1, ILO2, ILO4, ILO5)   |
|          |                                | 3. display a general understanding of rules relating to the game of volleyball both nationally and internationally. (ILO1, ILO5)   |
| POLS 102 | American Government & Politics | 1. Develop an understanding of civic responsibility. (ILO3, ILO5).   |
|          |                                | 2. Participate in activities that promote the public good (e.g., the voting process, jury duty, community service). (ILO1, ILO3, ILO5).  |
|          |                                | 3. Examine the election and voting process. (ILO2, ILO4, ILO5).  |
| PSY 101  | Introduction to Psychology     | 1. Conduct a search for appropriate psychological research articles using a number of data sources. (ILO4)   |
|          |                                | 2. Write a paper on a psychological topic using appropriate research articles. (ILO1; ILO2; ILO3)  |
|          |                                | 3. Compare and contrast in the written paper a psychological topic from a Western and non-Western perspective. (ILO1; ILO2; ILO5)  |
| SOC 101  | Introductory Sociology         | 1. Apply the rules of the scientific method and empirical analysis in understanding social behavior. (ILO2, ILO3, ILO4)  |
|          |                                | 2. Identify the components of culture and their impact on human behavior. (ILO2, ILO5)   |
|          |                                | 3. Analyze the socialization process and identify the different types of socialization through the life cycle. (ILO2, ILO4, ILO5)  |
| SPAN 220 | Bilingual Spanish I            | 1. Research historical and/or cultural information about Spain or a Latin American country and present it orally. (ILO1, ILO3, ILO5)   |
|          |                                | 2. Analyze a cultural product (films or texts) from Spain or Latin America. (ILO1, ILO2, ILO4, ILO5)   |
|          |                                | 3. Differentiate among the indicative and subjunctive moods. (ILO1, ILO2)  |
|          |                                | 4. Understand and interpret written and spoken language on a variety of cultural topics and in works of literature and journalism in the target language. (ILO1, ILO2, ILO5)                           |
|          |                                | 5. Successfully identify and differentiate between verb tenses in the indicative mood. (ILO1, ILO2)  |
| SPCH 100 | Oral Communication             | 1. Deliver an organized informative speech to class audience members. The speech must adhere to specific time restrictions and requirements, as assigned by the instructor. (ILO1,ILO2,ILO3,ILO4,ILO5) |
|          |                                | 2. Use statistics, quotations, definitions and detailed illustrations as supporting materials. (ILO1,ILO2,ILO3,ILO4,ILO5)  |
|          |                                | 3. Prepare and present a visual aid that illustrates a specific point. (ILO1,ILO3,ILO4)  |