



Updating Mapping to Institutional SLOs



Background: In 2015- 2016, the Institutional Effectiveness Committee updated the Institutional Student Learning Outcomes (ISLOs) descriptors, drawing from feedback from faculty assessors, campus initiatives, and the American Association of Colleges and Universities' (AAC & U's) [Value Rubrics](#).

Rubrics to assess the ISLOs also were revised to reflect these changes. They explicitly identify the criteria used to evaluate the ISLOs, and distinguish between different levels of outcomes mastery. Using these rubrics outright or embedding the relevant parts into your own rubrics will enable you to give students efficient, timely feedback, as well as aggregate scores for SLO assessment whose results may impact your teaching practice. As faculty, you are strongly encouraged to use these rubrics to evaluate student work in any courses whose SLOs align with the ISLOs, which in turn will clarify for students how these competencies are reinforced in your courses as well as across the curriculum. You can download them from the [Skyline College SLOAC site](#).

Steps to Update ISLO Mapping: New descriptors were added to four of the five ISLOs. To determine if your course level SLOs align with these descriptors, students should be able to demonstrate attainment of that competency via a major assignment, presentation, and/or performance that you evaluate. Secondly, that competency should be “central” to the course: it may be reinforced through your instruction at multiple points, and/or you may provide many opportunities to practice that competency via classroom activities and/or homework.

On the following pages, the **new descriptors** are highlighted in red. Work with your departmental Tracdat coordinator to map the applicable course level outcomes to these descriptors by using the “Mapping” option on the left → “Course Level SLOs to PSLOs and ISLOs” → and from the table’s pull-down menu, “Skyline College Institutional Learning Outcomes.” Workshops will be held this year to assist with this function.

You also may want to take the opportunity to revisit your mapping to current ISLOs and make improvements where needed. Mapping reports are in the “Documents Repository.”

Institutional Student Learning Outcomes¹
(Revised in 2015- 2016)

Upon completing an A.A./ A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

CRITICAL THINKING: STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.

Critical thinking includes the ability to:

- support claims with relevant and credible evidence.
- develop awareness of and ability to respond to bias.
- apply accurate and logical analysis to achieve desired outcome.

EFFECTIVE COMMUNICATION: STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.

Effective communication includes the ability to:

- analyze and comprehend oral, written, and other sensory information.
- effectively construct and deliver a message to express ideas through speaking or writing.
- **provide appropriate responses to establish shared meaning.**
- demonstrate appropriate social skills in group settings, being receptive to alternative ideas and feelings. (moved from the Citizenship ISLO)

CITIZENSHIP: STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM THEIR EXPERIENCES AT THIS COLLEGE TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.

Citizenship includes the ability to:

¹ Campus leadership approved the following changes to the ISLOs: (a) added descriptors to the Effective Communication ISLO that capture the transactional aspect of communication, whether individually or within small groups, (b) broadened global awareness beyond scientific literacy for the Citizenship ISLO, replaced “leadership” with an emphasis on whether students contribute to fostering a positive group environment, and added descriptors on increasing students’ awareness about how their perspectives are shaped by cultural values, and about ethics, (c) added the legal and ethical use of information descriptor to the Information Literacy ISLO, and (d) added a resilience descriptor to the Lifelong Wellness ISLO.

- demonstrate an understanding of their individual role in an interconnected world about a range of global issues.
- demonstrate an understanding of how global, national and local organizations, ideas, and issues are interconnected (e.g., social, cultural, economic, political, and environmental).
- demonstrate scientific literacy concerning a range of global issues.
- demonstrate awareness and sensitivity about how their perspectives are shaped by their experiences and cultural values.
- articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.
- recognize and apply ethical perspectives.
- facilitate a positive, supportive group environment through demonstrated collegiality and leadership.
- demonstrate commitment to active citizenship.

INFORMATION LITERACY: STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS
CENTRAL TO INFORMATION LITERACY.

Information literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.
- use information ethically and legally.

LIFELONG WELLNESS: STUDENTS WILL BE ABLE TO DEMONSTRATE AN
UNDERSTANDING OF LIFELONG WELLNESS THROUGH PHYSICAL FITNESS AND
PERSONAL DEVELOPMENT.

Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take responsibility for identifying personal needs, determining resources, and accessing appropriate services for academic success.
- exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, and acknowledging and overcoming challenges.
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought. (moved from the Citizenship ISLO)