

## Updating Mapping to Institutional SLOs Fall 2016



**Directions:** Work with your departmental Tracdat coordinator to map the applicable course level outcomes to these descriptors by the end of Fall 2016. 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.

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” folder.

In conducting this review, you may find that your SLOs need to be revised and or added to. If so, you’re encouraged to consult with your departmental Curriculum Committee representatives, and then to submit changes to the Curriculum Committee.

New ISLO Descriptor	Course SLOs that Align with the ISLO Descriptor (Course # and SLO Name)
<p><a href="#">Effective Communication #3</a>: provide appropriate responses to establish shared meaning.</p>	
<p><a href="#">Effective Communication #4</a>: demonstrate appropriate social skills in group settings, being receptive to alternative ideas and feelings.</p>	
<p><a href="#">Citizenship #1</a>: demonstrate an understanding of their individual role in an interconnected world about a range of global issues.</p>	
<p><a href="#">Citizenship #2</a>: demonstrate an understanding of how global, national and local organizations, ideas, and issues are interconnected (e.g., social, cultural, economic, political, and environmental).</p>	

<p><a href="#">Citizenship #4</a>: demonstrate awareness and sensitivity about how their perspectives are shaped by their experiences and cultural values.</p>	
<p><a href="#">Citizenship #6</a>: recognize and apply ethical perspectives.</p>	
<p><a href="#">Citizenship #7</a>: facilitate a positive, supportive group environment through demonstrated collegiality and leadership.</p>	
<p><a href="#">Information Literacy #3</a>: use information ethically and legally.</p>	
<p><a href="#">Lifelong Wellness #3</a>: exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, and acknowledging and overcoming challenges.</p>	

**SKYLINE COLLEGE EFFECTIVE COMMUNICATION ISLO RUBRIC**

<b>Indicator</b>	<b>No/Limited Proficiency</b>	<b>Some Proficiency</b>	<b>Proficiency</b>	<b>High Proficiency</b>
<p><b>Effective Communication #3:</b></p> <p><b>Listening and Responding</b></p>	<p>Comments are inappropriate, or are unlikely to engage the audience positively; contributes little or no focus or order to the discussion. Concludes abruptly, with no apparent appreciation of other's point of view or with inappropriate remarks.</p>	<p>Comments attempt to reveal the purpose and major points and engage the audience, but seem somewhat artificial, weak, or unimaginative; provides some focus or order to the material, but the structure is somewhat unclear or awkward; concluding comments somewhat relate to the purpose and major points.</p>	<p>Comments usually reveal the purpose and major points and engage the audience; attention to the conversation is consistently maintained; concluding comments are appropriate and relate to the purpose and major points, but they lack focus and commitment.</p>	<p>Comments reveal the purpose and major points and engage the audience; attention to the conversation is consistently maintained. Contributions provide unique insight for all participants. Concluding comments are appropriate and relate to the purpose and major points, with focus and commitment.</p>

<p><b>Effective Communication #4:</b></p> <p><b>Social Interaction</b></p>	<p>Student shows low competence: rarely displays cooperation or friendliness; appears reluctant to help; delivers and receives criticism with sarcasm; exhibits low self-control, such as interrupting, laughing to distract, or making side remarks.</p> <p>Undermines group progress.</p>	<p>Student is building competence: sometimes displays cooperation or friendliness; occasionally helpful without prompting; may deliver criticism constructively when prompted; may show respect by attending to the ideas and feelings of others.</p> <p>Usually promotes group progress.</p>	<p>Student frequently displays competence, empathy and self-control by noticing actions that benefit the group and providing positive feedback; delivers criticism constructively; often shows respect by attending to the ideas and feelings of others.</p> <p>Often contributes to group progress.</p>	<p>Student demonstrates exemplary integration of social skills: almost always displays helpfulness, empathy, cooperation, and self-control; accepts and delivers criticism with compassion and confidence.</p> <p>Identifies group goals and promotes progress by supporting all members.</p>
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**SKYLINE COLLEGE CITIZENSHIP ISLO RUBRIC**

Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
<p><b>Citizenship #1:</b> <b>Understanding of their individual role in an interconnected world</b></p>	<p>Demonstrates little to no understanding that their individual decision-making may impact local, national, and global conditions.</p>	<p>Demonstrates some understanding that their individual decision-making may impact local, national, and global conditions.</p>	<p>Demonstrates a thorough understanding of how their individual decision-making may impact local, national, and global conditions and of the various perspectives on possible actions that they or others may take to address problems with global implications.</p>	<p>Demonstrates a thorough understanding of how their individual decision-making may impact local, national, and global conditions and is able to advocate for informed, reasonable solutions in response to problems with global implications.</p>
<p><b>Citizenship #2:</b> <b>Understanding of the interconnectedness of global systems <sup>1</sup></b></p>	<p>Does not identify or demonstrates limited identification of how global and local organizations, ideas, and issues are interconnected.</p>	<p>Analyzes how global and local organizations, ideas, and issues are interconnected.</p>	<p>Analyzes how global and local organizations, ideas, and issues are interconnected, and demonstrates an awareness of the historical and contemporary contexts of the issue(s).</p>	<p>Analyzes how global and local organizations, ideas, and issues are interconnected and demonstrates an awareness of historical and contemporary contexts of the issue(s), to advocate for informed, appropriate action.</p>

<sup>1</sup> Variation of the AACU Value Rubric: Global Learning

<p><b>Citizenship #4:</b> <b>Perspective shaping</b></p>	<p>Demonstrates little to no awareness of how theirs and others' world views are shaped by their own experiences and cultural values.</p>	<p>Demonstrates some understanding that their own and others' world views are shaped by their own experiences and cultural values; however, fails to demonstrate any effort to empathize with other experiences and viewpoints.</p>	<p>Demonstrates a solid understanding of how their own and others' world views are shaped by their own experiences and cultural values, and attempts to understand, find commonalities, and build bridges across cultures.</p>	<p>Demonstrates a solid understanding of how their own and others' world views are shaped by their own experiences and cultural values, and is able to apply diverse perspectives to deepen understanding of complex issues in the face of multiple and even conflicting positions.</p>
<p><b>Citizenship #6:</b> <b>Ethical perspectives</b></p>	<p>Demonstrates limited to no recognition of simple or complex ethical issues.</p>	<p>Recognizes more simple and obvious ethical issues but fails to understand complex ethical issues without structured support of instructor or course assignment (e.g. when the ethical issue is made explicit in the exercise).</p>	<p>Recognizes simple and complex ethical issues and demonstrates the ability to compare different ethical perspectives with structured support of instructor or course assignment.</p>	<p>Independently recognizes complex ethical issues and demonstrates the ability to compare different ethical perspectives, and identify assumptions and consequences in applying different ethical perspectives.</p>
<p><b>Citizenship #7:</b> <b>Teamwork and collegiality <sup>2</sup></b></p>	<p>Supports a constructive team climate by doing any one of the following:</p>	<p>Supports a constructive team climate by doing any two of the following:</p>	<p>Supports a constructive team climate by doing any three of the following:</p>	<p>Supports a constructive team climate by doing all of the following:</p>

<sup>2</sup> AACU Value Rubric: Teamwork

	<ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>
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**SKYLINE COLLEGE INFORMATION LITERACY ISLO RUBRIC**

Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
<p><b>Information Literacy #3:</b></p> <p><b>Use of Information Ethically and Legally<sup>3</sup></b></p>	<p>Students correctly use one of the following strategies:</p> <ul style="list-style-type: none"> <li>• use of citations and references according to the discipline;</li> <li>• choice of paraphrasing, summary, or quoting;</li> <li>• using information in ways that are true to original context;</li> <li>• distinguishing between common knowledge and ideas requiring attribution.</li> </ul> <p>And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students correctly use two of the following strategies:</p> <ul style="list-style-type: none"> <li>• use of citations and references according to the discipline;</li> <li>• choice of paraphrasing, summary, or quoting;</li> <li>• using information in ways that are true to original context;</li> <li>• distinguishing between common knowledge and ideas requiring attribution.</li> </ul> <p>And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students correctly use three of the following strategies:</p> <ul style="list-style-type: none"> <li>• use of citations and references according to the discipline;</li> <li>• choice of paraphrasing, summary, or quoting;</li> <li>• using information in ways that are true to original context;</li> <li>• distinguishing between common knowledge and ideas requiring attribution.</li> </ul> <p>And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students correctly use all of the following strategies:</p> <ul style="list-style-type: none"> <li>• use of citations and references according to the discipline;</li> <li>• choice of paraphrasing, summary, or quoting;</li> <li>• using information in ways that are true to original context;</li> <li>• distinguishing between common knowledge and ideas requiring attribution.</li> </ul> <p>And demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>

<sup>3</sup> AACU Value Rubric: Information Literacy

**SKYLINE COLLEGE LIFELONG WELLNESS ISLO RUBRIC**

<b>Indicator</b>	<b>No/Limited Proficiency</b>	<b>Some Proficiency</b>	<b>Proficiency</b>	<b>High Proficiency</b>
<b>Lifelong Wellness #3:</b> <b>Resilience-Effort</b>	Student believes that abilities are innate.	Student sees effort as a path to mastery, but is inconsistent in regards to implementing strategies to succeed.	Student sees effort as a path to mastery, and usually implements strategies to succeed.	Student sees effort as a path to mastery, and consistently implements strategies to succeed.
<b>Lifelong Wellness #3:</b> <b>Resilience-Persistence</b>	Student gives up easily.	Student sometimes persists in the face of setbacks.	Student usually persists in the face of setbacks.	Student consistently persists in the face of setbacks.
<b>Lifelong Wellness #3:</b> <b>Resilience: Challenges</b>	Student rarely embraces challenges and/or pursues relatively easier tasks.	Student sometimes embraces challenges.	Student usually embraces challenges.	Student consistently embraces challenges.