



Institutional Student Learning Outcomes

Highlighted in the boxes, the following Institutional Student Learning Outcomes were generated with considerable input from the entire Skyline community. 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:

- raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.
- analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques.
- think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.
- make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.
- demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.
- analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.

EFFECTIVE COMMUNICATION

STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.

Effective communication includes the ability to:

- comprehend, analyze, and respond appropriately to oral, written, and **other sensory** information.
- effectively express ideas through speaking and writing.

CITIZENSHIP

STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM COURSEWORK AND CAMPUS RESOURCES TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.

Citizenship includes the ability to:

- demonstrate scientific literacy concerning a range of global issues;
- articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.
- demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.
- demonstrate commitment to active citizenship.

INFORMATION AND COMPUTER TECHNOLOGY LITERACY

STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION AND COMPUTER TECHNOLOGY LITERACY.

Information and computer technology literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.

LIFELONG WELLNESS

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

Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.

Feedback:

- 1) Academic Senate approved the original draft as is on February 23, 2007.
- 2) Student Services SLOAC leaders gave feedback on March 27, 2007—recommended giving the list a more encompassing title; recommended following MESA’s lead in adding SLOs that explicitly address multiculturalism, technology, and personal development. (Present were Lori Adrian, Regina Morrison, Pablo Gonzalez, Amory Cariadus, Mandy Liang, and Sherri Hancock.)
- 3) Student Services Council gave feedback on March 28, 2007—echoed the sentiments of the SS SLOAC leaders about the title; also wanted to expand the category of “Lifelong Wellness” into “Personal Development” as well. (Present were Lori Adrian, Lynn Douglas, Amory Cariadus, Carla Campillo, Pablo Gonzalez, Maria Escobar, Interim Counseling Dean Carleen Gibson, Sherri Hancock, Kenny Gonzalez, Joyce Lee, Sue Lorenzo, Kennya Zepeda, Linda Van Sciver.)
- 4) Counselors gave feedback on April 18, 2007—suggested a brief explanation of this document’s intent (Present were Linda Rosa Corazon, Joyce Lee, Carla Campillo, Melissa Komadina, Interim Dean Carlene Gibson, Eric Larson, Don Biederman, and Nate Nevado.)
- 5) Institutional Leaders Team gave feedback on April 23, 2007—expressed the need for categories that have a more explicit connection with Title V/ GE requirements (Present were Regina Stanback-Stroud, Donna Bestock, Joe Morello, Connie Beringer, and Richard Soyombo)
- 6) ASSC gave feedback on April 25, 2007-- generally okay with the list, but they were more concerned with being held accountable to standards that aren’t necessarily addressed in their classes. One student also recommended that an SLO about time management be added. (Present were Luis Padilla, Silvia Cervantes, Lindsay D’Amico, Angelica Gacutan, Jonathan Vasquez, Tracy Bailey, James Duncan, Lauren Hernandez, Jessica Hui, Hiroko Kobayashi, Anastasia Kuzina, Caitlin Murphy, Amy Windley, Renee Wong, and Amory Cariadus.)
- 7) An open forum, “Tea Time with the SLOAC Steering Committee,” was held on May 3. The primary concern was that cultural sensitivity/ tolerance wasn’t explicit enough. (Present were Pat Deamer, Jan Fosberg, Hilda Fernandez, Dennis Wolbers, Karen Wong.)
- 8) The SLOAC Steering Committee finalized a draft on May 7, 2007—created overarching statements that encompass the SLOs, with bullet points serving as more precise explanations; decided to label them as institutional outcomes

with the caveat that a paragraph further define them as core competencies since institutional outcomes will follow the parallel structure of course level SLOs, program level SLOs, and then institutional SLOs.

- 9) In the Fall 2007, the SLOAC Steering Committee revisited the current draft. At the October 29th meeting, they approved two bullet points to “Citizenship” (highlighted in red) after considerable discussion. They also voted to delete the “Aesthetic Judgment” outcome after determining that not all AA/AS bound students are required to enroll in a course that fulfills that SLO.
- 10) In the Spring 2009, the SLOAC Steering Committee revised the current draft. At the January 26th meeting, they approved revising the first bullet point under “Effective Communication” so that it would encompass students’ responses to any form of artistic expression, not just the visual. At the February 4 meeting, the Classified Council approved of the revision. At the February 9 meeting, the Instructional Leadership Team approved of the revision. At the February 18 meeting, the Curriculum Committee approved of the revision. At the February 27 meeting, the Academic Senate approved of the revision. At the March 9 meeting, the Student Services Council approved of the revision.