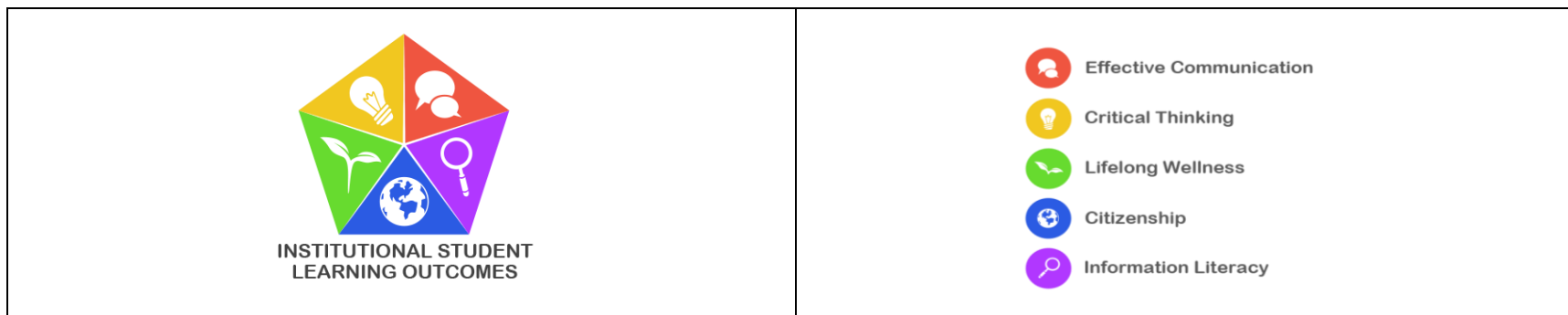# Skyline College Course Level Mapping to ISLOs, v4

An institutional student learning outcome (ISLO) is a competency: a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline College, students who complete an A.A./ A.S. degree and/or transfer preparation should have mastered the Institutional SLOs noted above. Connections between their degree bearing programs and the ISLOs should be made, both for the benefit of the faculty within the program as well as students who take the courses.

To make these connections, identify which course-level SLOs map to ISLOs, with more details available in the ISLO rubrics posted on the SLOAC website. The table below is a resource to map; *please note that it's far easier to view the courses and ISLOs in Improve (formerly Tracdat). Plus the actual mapping needs to be recorded in Improve (formerly Tracdat) by the departmental coordinator. Click here for directions.*

If you use the table, input each of the courses that are required for the degree in your program at the top, and a key word for each of that course's SLO(s) that map up to an ISLO. Exclude any SLO(s) that don't map up to the ISLOs. A course SLO should map up to an ISLO if:

- at least one aspect of the ISLO competency is addressed many times in the course (e.g., Citizenship ISLO's sub-descriptor on cultural awareness);
- students have some opportunities to practice or apply this competency and receive feedback;
- students demonstrate this ISLO competency through completion of an assignment, presentation, project, and/or performance.

Once the mapping is done, complete step two.

Skyline College Institutional Outcomes Mapping	Course _____, SLO_____	Course _____, SLO_____	Course _____, SLO_____	Course _____, SLO_____	Course _____, SLO_____	Course _____, SLO_____	Course _____, SLO_____	Course _____, SLO_____
Citizenship: 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.								

Critical Thinking:	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:	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.								
Information Literacy:	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:	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.								

Lifelong Wellness:	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.							

Step Two:

1) List which courses are best suited to assess each of the ISLOs. Courses in which more than one SLO maps up to the ISLO are ideal. These choices will inform your next assessment calendar; plan to assess the course the same year as when the ISLO is scheduled, though you can do so more frequently.

ISLO	Course(s)
Citizenship	
Critical Thinking	
Effective Communication	
Information Literacy	
Lifelong Wellness	

2) Ideally all degree bearing programs should address all five of the ISLOs. If not, consider identifying which general education courses are well suited to introduce or further reinforce the ISLO(s) that don't have any courses that map up to it. The answer(s) to this question may result in the course(s) being highly recommended to students pursuing a degree in your program. Or required course(s) for a degree in your program may be revised to reinforce the ISLO(s).