Skyline College

Updating Mapping to Institutional SLOs (ISLOs)

Background: An institutional student learning outcome (ISLO) is a competency: a knowledge, skill, ability, and/or attitudinal disposition 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 following five ISLOs. Connections between degree bearing programs and the ISLOs can help to clarify for students how these competencies are reinforced in the required courses.

In 2021- 2023, the Institutional Effectiveness Committee updated the Institutional Student Learning Outcomes (ISLOs) descriptors with feedback from the campus community: integrating creative thinking into all of the ISLOs, updating information literacy, revising the rubric scale to reflect a growth mindset, and reducing redundancies. ISLOs and rubrics are downloadable from the Skyline College SLOAC site.

Accompanying rubrics to assess the ISLOs also were revised. 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 students to see connections between your courses and the degree competencies that are articulated in the ISLOs. Assessing course and institutional outcomes is easiest through Canvas. Contact Karen Wong if interested in learning more.

Steps to Update ISLO Mapping: The following pages highlight the new and revised outcomes. To determine which courses reinforce these ISLOs, students should be able be demonstrate attainment of a descriptor or more 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, and the revised sections of existing outcomes are highlighted in green, and fundamentally unchanged ones are black. Space is provided for you to identify which courses required for the degree reinforce the ISLOs; these courses should be listed in your three-year assessment calendars as a reminder to assess both the course and institutional outcomes.

The next step is to work with your departmental Platform coordinator to map the applicable course level outcomes to these descriptors by using the mapping option. A user guide provides step-by-step directions on pp. 3-4.

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Institutional Student Learning Outcomes (Revised in 2021- 2023)

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

COMMUNITY ENGAGEMENT ISLO	WHICH COURSES REINFORCE THIS ISLO?
EXPLORING SOCIAL PERSPECTIVES: Demonstrate self-awareness, sensitivity about and/or appreciation for how perspectives are shaped by experiences, cultural values, and ethical practices.	
DEVELOPING AN UNDERSTANDING OF POWER DYNAMICS: Develop a nuanced understanding of power dynamics and their impact.	
UNDERSTANDING LOCAL AND GLOBAL RELATIONSHIPS: Demonstrate an understanding of how local and global issues and events are connected.	
DEVELOPING AGENCY: Develop agency by engaging with and contributing to the well-being of local, national and/or global communities.	
ETHICAL PRACTICES: Develop ethical practices when engaging in personal, professional and/or larger social contexts.	
FACILITATING CONSTRUCTIVE GROUP ENVIRONMENTS: Facilitate a constructive, supportive group environment through demonstrated collegiality, collaborative skills, and/or leadership.	

CRITICAL AND CREATIVE THINKING ISLO	WHICH REQUIRED COURSES REINFORCE THIS ISLO?
EXPLORING CONTEXT: identify and evaluate relevant ideas, perspectives, concepts, images, forms, sounds, and/or movements to respond to an intellectual or creative task/dilemma.	
DEVELOPING APPROACH: develop a model, approach or strategy to respond to an intellectual or creative task/dilemma.	
ADDRESSING INTELLECTUAL/CREATIVE CHALLENGE: creatively transform ideas, perspectives, concepts, images, forms, sounds, and/or movements to respond to an intellectual or creative task/dilemma.	
THINKING INNOVATIVELY: interpret, synthesize, and/or transform ideas, perspectives, concepts, images, forms, sounds, and/or movements in a novel way.	
SUPPORTING CLAIMS: support claims/conclusions with relevant and credible evidence and/or logical analysis.	
RESPONDING TO BIAS: identify and address our own biases and those of others.	

EFFECTIVE COMMUNICATION ISLO	WHICH REQUIRED COURSES REINFORCE THIS ISLO?
COMPREHENDING AND ANALYZING: comprehend and analyze verbal and nonverbal media.	
DELIVERING MESSAGE: effectively construct and deliver messages to express ideas and establish shared meaning.	
DEVELOPING A CIVIL DISCOURSE COMMUNICATION FRAMEWORK: develop a non-hierarchical communication framework that establishes shared meaning through a sensitivity and receptivity to intersectional, cultural diversity.	

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🔍 **INFORMATION LITERACY ISLO**	WHICH REQUIRED COURSES REINFORCE THIS ISLO?
APPLYING RESEARCH STRATEGIES: apply effective research strategies, including formulating and defining the scope of the research question, determining key concepts, and identifying relevant sources.	
MAKING INFORMED CHOICES: make informed choices about credible and relevant information types and/or sources (journal, newspaper, magazine, interviews, media, etc.).	
EVALUATING SOURCES: critically evaluate content for credibility, accuracy, and relevance.	
ENGAGING DIVERSE VIEWS: proactively engage with diverse ideas, marginalized voices and/or world views while recognizing that information sources can be influenced by authority that is reinforced by existing power structures.	
DEMONSTRATING ETHICAL AND LEGAL USE: use verbal and/or nonverbal media ethically and legally by appropriately citing and following copyright guidelines.	
DEVELOPING A SCHOLARLY IDENTITY: develop and demonstrate scholarly identity by generating meaning rather than merely consuming and restating information.	

LIFELONG WELLNESS	WHICH REQUIRED COURSES REINFORCE THIS ISLO?
UNDERSTANDING PHYSICAL, MENTAL, AND/OR EMOTIONAL HEALTH: demonstrate an understanding of how physical, mental and/or emotional health relate to lifelong wellness.	
VALUING CREATIVE EXPRESSION: demonstrate an understanding of how creative expression and artistic practice relate to self-discovery, personal development, self-advocacy, and emotional well-being.	
EXHIBITING PERSONAL RESPONSIBILITY: exhibit personal responsibility for identifying needs, determining resources, and accessing appropriate services to improve physical, mental and emotional health, and by extension, academic performance.	
EMPLOYING A GROWTH MINDSET: employ the growth mindset by embracing effort and acknowledging setbacks as a step toward proficiency, seeking out support, and negotiating challenges to gain experience and confidence.	
PRACTICING INTELLECTUAL HABITS OF MIND: practice intellectual habits of mind such as initiative, flexibility, intellectual curiosity, and an openness to diverse perspectives.	