

## Skyline College Institutional Student Learning Outcomes (Revised in February 2012)

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.
- respond to bias; be fair-minded.
- 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:

- ~~comprehend, analyze, and respond appropriately to oral, written, and other sensory information.~~
- analyze and comprehend oral, written, and other sensory information.
- ~~effectively express ideas through speaking and writing.~~
- 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, listening and being receptive to others' ideas and feelings, effectively contributing ideas. (moved from Citizenship ISLO; review the rubric to determine what should be moved)

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:

- ~~demonstrate scientific literacy concerning a range of global issues.~~
- Identify and demonstrate an understanding of a range of global issues: scientific, social, economic, political.

- 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 demonstrate~~<sup>[e]</sup> leadership by motivating others. (moved first part under Effective Communication ISLO)
- 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.

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 ~~personal~~ responsibility for identifying ~~personal~~ <sup>personal</sup> ~~psycho-social~~ needs, determining resources, and accessing appropriate services for academic success.
- (proposed addition) ~~exhibit a growth mindset, such as seeing effort as a path to mastery, persisting in the face of setbacks, embracing challenges, and learning from constructive criticism.~~
- exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, acknowledging and overcoming challenges, and learning from constructive feedback.

## **Revision History:**

- 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 29<sup>th</sup> meeting, they approved two bullet points to “Citizenship” 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 26<sup>th</sup> 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.
- 11) In the Fall 2010, the SLOAC Steering Committee revised the current draft. Information and computer literacy were split into separate ISLOs since they measure entirely different skill sets. Personal wellness was revised to accommodate the assessment.
- 12) In the Fall 2011, the SLOAC Steering Committee proposed replacing the Critical Thinking bullet points with a condensed version that better reflects the rubric that will be used to assess critical thinking.
- 13) In the Spring 2012, the SLOAC Steering Committee voted to delete the Computer Literacy ISLO because it’s explicitly taught only in CAOT, so it’s more likely a PSLO for CAOT.
- 14) In Fall 2015, the Institutional Effectiveness Committee (which supplanted the SLOAC Steering Committee) reviewed the ISLOs and approved the following: (a) revising the two Effective Communication sub-descriptors, splitting the latter one into

two, and adding the interpersonal communication sub-descriptor that fell under the Citizenship ISLO; (b) broadening the global issues sub-descriptor under the Citizenship ISLO to go beyond scientific literacy, (c) adding an ethics sub-descriptor, and (d) parsing an existing sub-descriptor to highlight the importance of leadership, and (e) revising the resilience sub-descriptor under the Lifelong Wellness ISLO, using the generic term “resilience” as opposed to a particular theorist’s marketed term.