

Fall 2020 ISLO Mapping Proposal, v.3 (Final)



With Skyline College embracing a learner-centered orientation, we faculty need to move away from students having to make connections on their own and instead help them understand how our specific courses and/or assignments fit into a larger, comprehensive learning experience: the College's Institutional Student Learning Outcomes (ISLOs). To that end, it's critical for each degree-bearing program to articulate how it is supporting students in achieving the ISLOs, both within the program's faculty ranks and to students. By participating in the assessment of the ISLOs, degree-bearing programs not only can reflect on how well they help students develop these competencies, but also provide insight as to how well the students college-wide are mastering them. This process will be facilitated through program review.

Status:

- 1) Skyline College has five Institutional SLOs (ISLOs): Citizenship, Critical Thinking, Effective Communication, Information Literacy, and Lifelong Wellness. Because they're based on graduation requirements for an AA/AS, **all degree bearing program should teach all five competencies. But not all do, or course SLOs may not clearly align with ISLOs, though the course itself does.** By mapping course SLOs to ISLOs, discipline faculty can identify which of their courses most clearly foster students' acquisition of an ISLO, and therefore are best suited to assess the ISLO. For the ISLO competencies that are not clearly addressed by any of the courses, general education courses should be identified that address those gaps. Those courses may be recommended to students who are pursuing the degree.
- 2) An analysis of ISLO mapping was conducted last year, **and enough mis-alignments were found to strongly suggest that program faculty should revisit their mapping,** especially since ISLOs were revised in 2016. Collegial dialogue should help faculty to develop a shared understanding of what the outcomes mean for them, how students can demonstrate their knowledge/skills/attitudes, how faculty can support that learning, and more broadly, how a program's specific courses and/or assignments fit into a larger, comprehensive whole: the ISLOs. As Natasha Jankowski and David Marshall (2017) write in *Degrees that Matter*, "Such collective reflection requires exploring not just whether a program is constructed in ways that support student attainment of learning outcomes, but *how* [my emphasis]" (86).

- 3) Finally, a deeper connection needs to be made between the ISLOs and teaching and learning, one of the major intents of assessment. Assessment results have yielded **sporadic professional development**, when what is needed is sustained professional development around these core competencies.

Proposal:

- 1) **Instructional programs will review and update course SLO mapping to ISLOs by the end of the spring semester.** This mapping will be supported with time set aside during flex days and second and fourth Fridays.
- 2) **Starting in 2022 – 2023 the College will focus on an ISLO, with accompanying professional development each year** that addresses: (a) how to foster the featured ISLO through curriculum and assessment design, as well as pedagogy, and (b) how to assess them.
- 3) Mapping will inform future assessment calendars. **Ideally at least one course that maps to the ISLO will be assessed when it is featured.** It may be concurrently assessed, meaning assessing all of the course level SLOs and relevant criteria from the featured ISLO’s rubric (e.g., two out of the six criteria on the Critical Thinking rubric). Or the course may be assessed twice: once in regards to the featured ISLO, and separately its course level SLOs. Findings will be reported in program review.
- 4) **The PRIE office will help with data collection.**
- 5) After completing the current three-year assessment cycle that wraps up in spring 2022, **a new six-year instructional assessment cycle will be initiated in 2022-2023.**

Required courses for the degree should be assessed at least twice within the six-year cycle. Other considerations for being assessed more than once are the following:

- popular general education courses,
- “gateway” courses to the meta-major,
- and/or courses in which students typically have lower retention and success rates.

ISLOs will be highlighted according to the following cycle:

YEAR	ISLO
ONE (2022-2023)	Citizenship
TWO (2023- 2024)	Critical Thinking
THREE (2024-2025)	Lifelong Wellness
FOUR (2025-2026)	Information Literacy
FIVE (2026-2027)	Effective Communication
SIX (2027-2028)	Year to Reflect

Plan:

Reviewing course SLO mapping to ISLOs will help to reveal whether and which courses address the ISLOs, leading to a gap analysis where particular ISLO(s) are not addressed. The review should be done in collaboration with other members of the department, as the task goes beyond simply reviewing the SLOs. It will likely involve conversations about assignments used to assess the SLOs and their suitability for ISLO purposes, as well as whether students are given sufficient opportunity to practice and apply them.

Step 1: On one of the January flex days, Karen will launch the mapping initiative in partnership with the Center for Transformative Teaching and Learning.

The departmental SLO coordinator should **update the mapping in Improve**, following the program’s approval protocols. For more information on Improve, see p.3 on the [mapping user guide](#).

- Tools: [Curricunet](#), a matrix with the ISLOs provided by PRIE, [online ISLO rubrics](#)

Consider the following when mapping:

- Is at least one aspect of the ISLO competency addressed multiple times in the course (e.g., Citizenship ISLO’s sub-descriptors on cultural awareness)?
- Do students have more than one opportunity to practice or apply the ISLO competency and receive feedback?
- Will students demonstrate this ISLO competency through completion of an assignment, presentation, project, and/or performance?

Step 2: Working in partnership with the Center for Transformative Teaching and Learning, Karen will host second and fourth Fridays for program faculty to confer with each other and complete this task.

Step 3: Once all mapping is completed for every course, review the updated summary mapping report of ISLOs to course SLOs. **Check that each ISLO has at least one course that can be assessed, with an assignment that is well suited to assess the ISLO.** Having more than one course to assess the ISLO is preferred but not required.

- Tool: Improve ISLO mapping reports

Consider the following:

- 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.

ISLO	Course(s)
Citizenship	

Critical Thinking	
Effective Communication	
Information Literacy	
Lifelong Wellness	

- 2) For ISLOs in which no courses map up to it, identify which general education courses are well suited to introduce or further reinforce the ISLO(s). The answer to this question may result in the course(s) being highly recommended to students pursuing a degree in your program.

- 3) Is each of the ISLOs adequately practiced before students are expected to demonstrate an ISLO at the intermediate level (as opposed to the introductory level)? If not, which courses can that ISLO competency be further reinforced and practiced? The answer to this latter question may prompt a revision to the course(s)

Feedback on the proposal:

- 1) What, if anything, is unclear or confusing to you about the proposal?
- 2) What do you see as the barriers for faculty reviewing and updating course SLO mapping to ISLOs?
- 3) Any other thoughts?