

ISLO Revisions at Skyline College

Fall 2022



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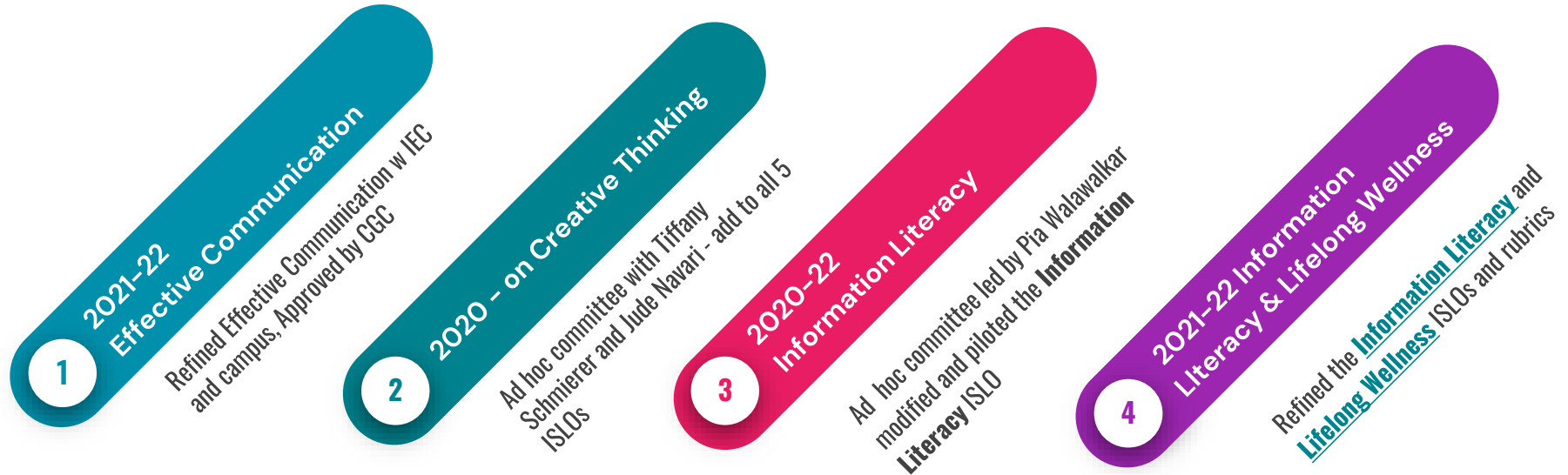
Why revise our ISLOs NOW?

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- Slowed down to one ISLO per year to collectively focus attention and professional development
- Revised rubric scale to reflect growth mindset
- Integrate “creative thinking”
- Update to 21st C. information literacy skills
- Reduce redundancy in both language and purpose
- Account for pedagogy that privileges equity, the development of clear communication frameworks, etc.



Where have we been?



Proposed **Information Literacy** and **Lifelong Wellness** ISLOs and rubrics

Where are we going?



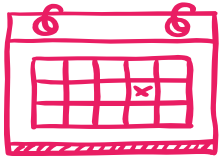
Soliciting IEC/campus feedback on the [Information Literacy](#) and [Lifelong Wellness](#) ISLOs and rubrics - revised versions IEC and College Governance Council for vote.

Refining the **Citizenship ISLO** - Fall in tandem w/People's College Initiative's Civic Engagement group. Spring: campus feedback & votes from IEC & CGC.

Refining the **Creative and Critical Thinking ISLO**.

What's the ask?

- **August 22:** provide and seek input from constituents on the [Information Literacy](#) and [Lifelong Wellness](#) ISLOs and rubrics by 9/12
- **September 12:** share input with committee for potential revisions prior to 10/10 vote
- **October 10:** vote on final revisions
- **November-December:** if approved, present to College Governance Council for the College to adopt



Lifelong Wellness revision goals

- Expanding “wellness” definition beyond physical fitness to also include mental and emotional health
- De-emphasizing prominence of physical fitness testing
- Including “creative expression and artistic practice” for “self-discovery, personal development, and self-advocacy of emotional well-being”
- Correlating wellness with improved academic success
- Developing particular habits of mind to contribute to lifelong wellness
- Defenestrating the language of “mastery”



Information Literacy revision goals

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- Engaging with diverse ideas and marginalized voices/world views to highlight power structures producing/influencing/reinforcing information sources
- Development of a “scholarly identity” to *produce* meaning rather than merely consume and restate information

