

Mapping Institutional Student Learning Outcomes (ISLOs) to a Program

Background: Assessment of Course-level Student Learning Outcomes (CSLOs), Program-level Student Learning Outcomes (PSLOs), and Institutional-level Student Learning Outcomes (ISLOs) is a requirement of accreditation. In 2006, Coastline Community College identified eight *General Education Degree-level Student Learning Outcomes* (herein referred to as **ISLOs**). These outcomes represent the skills that every student should possess upon completion of a degree-level program.

In 2010, an interdisciplinary faculty team defined the “mastery criteria” for each of the eight ISLO statements and a method by which faculty could easily assess those outcomes. The team also identified the courses in which the *primary* assessment of each outcome should occur, based upon college degree requirements. However, teaching and assessment of these outcomes will also need to occur in key courses *within most college programs*, as determined by the existing program curriculum. Some courses may only *introduce the skill*, some courses may further *develop the skill*, and some courses may lead students to *mastery of the outcome*; some courses may address only a few or none of the mastery criteria statements.

Steps to Map ISLOs to a Program

1. Gather a complete list of Course-level SLOs (CSLOs) for all of your program’s courses. These are available individually by course at <http://outlines.coastline.edu/index.cfm>
2. Review each of the attached eight ISLO statements; at the bottom of each statement, scan the **Primary Assessment** and **Secondary Assessment Option** course listings. If courses from your program are listed here, BE SURE THAT THESE COURSES ARE MAPPED TO THE ISLO AND THAT INSTRUCTORS TEACHING THESE COURSES COLLECT THE ISLOs EACH FALL.
3. If none of your courses has been identified as a “Primary Assessment” course, review each of the criteria outcome statements for each of the eight ISLOs and determine whether any of your CSLOs could meaningfully measure the ISLOs criteria outcome statements. It is necessary to select existing CLSOs to also serve as ISLOs so that they can be easily measured as instructors do their routine assessments in their Seaport grade books. Not all criteria within a particular ISLO need to be measured (see Psychology 280 example), not all courses in a program need to map to all ISLOs, and not all ISLOs need to be measured by a program (see Psychology Map Example).
4. Identify the actual courses where the ISLOs can be measured. Be sure that the instructors of these courses understand that they will need to report the ISLO data each fall. (As of September 2011, the ISLO Seaport V3 reporting element has not yet been developed; plans are to incorporate ISLOs into existing assignments, similar to CSLOs and PSLOs so instructors will not have to enter textual data in the future).
5. The planning and decision-making for identifying ISLOs should be done collegially, but individual faculty members will need to agree to do the reporting; department chairs may need to follow-through to be sure this gets done. At each subsequent spring faculty meeting, fall CSLO, PSLO, and ISLO results will be discussed. *Dialog* about student learning outcomes and how student learning can be improved is an accreditation requirement.
6. A mapping grid of the Psychology program with the PSLOs and ISLOs is provided as an example. Please use the related blank Map form to indicate whether your own program’s courses relate (if at all) to each ISLO. Complete the Map form identifying which courses map to the ISLOs (keep a copy for your records) and return it to Gayle Berggren at gberggren@coastline.edu or through the mail at the College Center.

Coastline Community College Institutional Student Learning Outcomes (ISLOs)

What constitutes mastery of an outcome? When assessing students on a specific outcome, a student is deemed to have satisfied the outcome if he/she achieves mastery of **each** component of the criteria.

Meets Outcome: Mastery of **each** component at a level of 80% or higher

Partially Meets Outcome: An **average** level of mastery of the components at a level of 60-79%

Does Not Meet Outcome: An **average** level of mastery of the components below 60%

1. Demonstrate understanding and appreciation for the visual and performing arts

Criteria (Achievement at 80% or higher for <i>each</i> element)	Suggested Methods of Assessment
a. Evaluates the art form with appreciation for virtuosity displayed	<ul style="list-style-type: none"> – Written or verbal critique of visual art, music, or drama – Written or verbal assessment of a work seen or heard regarding historical origin and/or cultural influences
b. Experiences and interprets diverse visual or performed art with a level of sophistication	
c. Recognizes the historical and stylistic genesis of visual or performed art	
d. Makes aesthetic judgments about the art based on a more mature understanding of how culture, place in time, and historical context all affect the arts	
Primary Assessment: Art 100, 101, or 105; Music 100; Theater Arts 100 or 101; Humanities 100, 110, or 135	
Additional Assessment Options: Any art, music, or theater arts course	

2. Demonstrate ethical civic, environmental, and social responsibility

Criteria (Achievement at 80% or higher for <i>each</i> element)	Suggested Methods of Assessment
a. Clearly identifies key issues involving civic, environmental, and social responsibility	<ul style="list-style-type: none"> – Discussions – Small-group activities – Short papers – Essays – Objective exam (multiple choice; true/false) – Oral presentation
b. Critically evaluates alternative ethical positions on issues of civic, environmental, and social responsibility	
c. Articulates a personal stance on ethical civic, environmental, and social responsibility	
Primary Assessment: Philosophy 120 or Political Science 180	
Additional Assessment Options: Accounting and business courses	

3. Demonstrate ability to apply critical thinking and analysis

Criteria (Achievement at 80% or higher for <i>each</i> element)	Suggested Methods of Assessment
a. Accurately identifies and articulates the problem/question at hand	<ul style="list-style-type: none"> – Discussions – Essays – Objective exam (multiple choice; true/false) – Project paper – Essay exam – Evaluate logical fallacies in an article
b. Clarifies and evaluates facts, data, and evidence	
c. Examines and explains contextual issues within the scope of the problem	
d. Accurately identifies and explains potential bias	
e. Reaches reasonable conclusions and supports conclusions with evidence	
f. Monitors and revises arguments, findings, and proposed solutions based on critical reflection	
Primary Assessment: English 102; Philosophy 115; Counseling 105; or Speech 101, or 110	
Additional Assessment Options: Disciplines where course and/or program-level outcomes map to core outcome	

4. Demonstrate innovative thinking, adaptability, and creative problem-solving skills

Criteria (Achievement at 80% or higher for each element)	Suggested Methods of Assessment
a. Constructs a problem statement with evidence of most relevant contextual factors	– Case studies
b. Identifies, analyzes, and considers alternatives to traditional approaches	– Individual projects
c. Connects ideas or solutions in novel ways	– Group projects
d. Demonstrates the confidence to suggest novel solutions or approaches	– Presentations
e. Develops a logical, consistent plan to solve the problem	– Verbal and/or written analysis and solution
	– Multimedia projects
	– Visual and performing arts projects
	– Leadership/club activities
	– Service learning

Primary Assessment: Counseling 105

Additional Assessment Options: Disciplines where course and/or program-level outcomes map to core outcome

5. Demonstrate understanding and respect for cultural and global diversity

Criteria (Achievement at 80% or higher for each element)	Suggested Methods of Assessment
a. Recognizes and contrasts cultural differences in verbal communication	– Group discussions
b. Demonstrates awareness that misunderstandings can occur based on these differences	– Written assignments comparing and contrasting communication styles and social practices of culturally different groups
c. Suspends judgment in valuing interactions with culturally different groups	– Objective exam (multiple choice; true/false)
d. Demonstrates understanding and respect for the cultural differences of others	– Social conversation
	– Role playing
	– Case studies
	– Service learning

Primary Assessment: Anthropology 100 or 150; Art 100, 101, 103, 104, 105, 109, 135, 136, 137, 138, 175, 233, 235, 236, 237, 260, 261, 262, or 265; Criminal Justice 148; English 144 or 145; any language course over 100; Geography 185; Gerontology 140; History 115, 122, 124, 125, 128, 132, 135, 146, 161, 162, 180, or 185; Humanities 100 or 110; Human Services 100; Music 103; Philosophy 100 or 113; Sociology 130

6. Demonstrate information competency

Criteria (Achievement at 80% or higher for each element)	Suggested Methods of Assessment
a. Retrieves information online or in person using a variety of methods	– Research projects/papers
b. Evaluates the validity of sources and accuracy and/or biases of material	– Library assignments
c. Integrates new and prior information, including quotations and paraphrasing, in a manner that supports the purposes of the research	– Group projects
d. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as one's own	– Presentations
	– Speeches

Primary Assessment: English 102, 108; Speech 110

Additional Assessment Options: Disciplines where course and/or program-level outcomes map to core outcome

7. Use effective communication and interpersonal skills

Criteria (Achievement at 80% or higher for *each* element)

Communication Skills

- Builds details around a thesis and develops ideas sufficiently
- Uses logical organization guided by the thesis, with effective lead, transitions, and conclusion
- Writes smoothly and fluently with varied sentence lengths and few sentence errors

Suggested Methods of Assessment

- Standard five-paragraph college essays
- Business reports or plans
- Research papers

Interpersonal Skills

- Listens respectfully and conveys attentiveness through body language and verbal affirmations
- Engages in reciprocal, respectful conversations
- Demonstrates open-mindedness, flexibility of thinking, and respect for diverse personalities
- Remains on-topic and presents ideas clearly and concisely

- One-on-one conversations
- Small-group discussions
- Projects requiring teamwork and collaboration
- Individual presentations to class with question/answer component
- Debates

Primary Assessment: (Communications) English 100 or 135; Speech 100, 101, or 110; (Interpersonal) Speech 100 or 101

Additional Assessment Options: Disciplines where course and/or program-level outcomes map to core outcome

8. Demonstrate scientific and quantitative reasoning

Criteria (Achievement at 80% or higher for *each* element)

Scientific Reasoning

- Determines whether question can be addressed by “scientific method”
- Explains differences among hypothesis, theory, and law
- Distinguishes between positive and negative results
- Explains necessity for controls and validation of results
- Distinguishes between results and conclusions

Suggested Methods of Assessment

- Lab reports
- Poster presentations
- Case studies
- Research reports
- Analysis of journal articles

Quantitative Reasoning

- Uses mathematical functions and algebraic formulas to solve common consumer and business numerical problems
- Reads and interprets graphs such as bar, line, or circle graphs
- Uses appropriate technology to solve mathematical problems

- Math worksheets
- Math verbal problems
- Discussion groups/forums

Primary Assessment: (Scientific) Almost any science course or Anthropology 185; (Quantitative) Passing Math Placement Test or 2 years of high school algebra or Math 030 or higher (except Math 080)

Additional Assessment Options: (Quantitative) Accounting