



## Institutional Effectiveness Committee Agenda

**September 28, 2015, 2- 4 -- Room 6203**

Facilitator: Karen Wong, Coordinator of Institutional Effectiveness, PRIE

Members: Steve Aurilio, Social Sciences/ Creative Arts Representative

Donna Bestock, Administrator Representative

Michael Bishow, Language Arts Representative

Tammy Calderon, Business, Education, & Professional Programs Representative

Lorraine DeMello, Student Services Representative

Karen Dimalanta, Academic Services & Learning Technology

Jacque Escobar, Student Services Representative

Jan Fosberg, Kinesiology, Athletics & Dance Representative

Liz Gaudet, Classified Representative

Nick Kapp, Science, Math & Technology Representative

Evan Leach, Science, Math & Technology Representative

Lucia Lachmayr, Language Arts Representative

Aaron McVean (Dean), Planning, Research & Institutional Effectiveness

Sam Sanchez, Social Sciences/ Creative Arts Representative

Sarita Santos, Business, Education, & Professional Programs Representative

Michael Wong, Associated Students of Skyline College Representative

Resource: Belinda Chan, Staff Assistant, PRIE (Recorder)

Documents: Skyline College Promise; Successful Course Completion; CCSSE Survey

Online References: Skyline College CCSSE Results ([Powerpoint](#) or [Minutes](#))

Handouts: Skyline College Promise, Skyline College Completion Rate

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**Action Item(s)**



<b>Topics</b>		<b>Presenters</b>	<b>Time</b>
I.	Approve Agenda	Wong	2 min.
II.	Approve IE Minutes from August 24, 2015	Wong	2 min.

### Reports/ Discussions

<b>Topics</b>		<b>Presenters</b>	<b>Time</b>
III.	Introductions	Committee	10 min.
IV.	Review and recommend up to fifteen additional questions for the <a href="#">Community College Survey of Student Engagement</a> , which will be administered in Spring 2016 (3 <sup>rd</sup> time)	Wong	50 min.
V.	Review <a href="#">Mission/ Vision/ Values</a>	Wong	30 min.

### Action Item(s)

<b>Topics</b>		<b>Presenters</b>	<b>Time</b>
VI.	Recommend to SPARC that the Mission/ Vision/ Values...	Wong	5 min.

### Reports/ Discussions

<b>Topics</b>		<b>Presenters</b>	<b>Time</b>
VII.	Deepen your understanding of the goal of 75% of Skyline College students completing their educational goals on-time, with a focus on the first semester as described in the Skyline Promise.	McVean	20 min.
VIII.	Please designate the following Mondays (the 4 <sup>th</sup> Mondays of the month), 2- 4, for IE Committee meeting: October 26, November 23, January 25, February 22, March 21, and April 25. Outlook invitations were sent.		



## Skyline College MVV

### 1. Mission Statement

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To empower and transform a global community of learners.

### 2. Vision Statement

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Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

### 3. Values Statement

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Education is the foundation of our civilized democratic society. Thus:

**Campus Climate:** We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

**Open Access:** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals, **both in person and online.**

**Student Success and Equity:** We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience. **We aim to ensure that each student has an equal opportunity to succeed and to close gaps that result in inequitable outcomes/ to mitigate disproportionate impact on student access and achievement.**

**Academic Excellence:** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, **a baccalaureate degree in Respiratory Care**, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

**Community Connection:** We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits,



government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

**Participatory Governance:** We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

**Sustainability:** We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability “To meet present needs without compromising the ability of future generations to meet their needs.”



## Fall 2009 Recommendations by the SLOAC Steering Committee to Effectively Employ the CCSSE to Assess ISLOs

In 2009, the SLOAC Steering Committee revisited how to effectively employ the CCSSE to assess ISLOs along two lines: (a) A. To what degree should each designated statement be weighted: really strong, moderate, or somewhat?

**Key: CT (Critical Thinking ISLO), LW (Lifelong Wellness ISLO), EC (Effective Communication ISLO), C (Citizenship ISLO), IL (Information Literacy ISLO)**

### 4. In your experiences at this college during the current school year, about how often have you done each of the following?

- a. Asked questions in class or contributed to class discussions  
CT moderate; LW & EC really strong
- b. Made a class presentation CT somewhat; EC moderate
- c. Prepared two or more drafts of a paper or assignment before turning it in EC moderate
- d. Worked on a paper or project that required integrating ideas or information from various sources CT & EC really strong
- e. Come to class without completing readings or assignments LW moderate
- g. Worked with classmates outside of class to prepare class assignments  
C moderate
- h. Tutored or taught other students (paid or voluntary) C moderate
- i. Participated in a community-based project as part of a regular course  
C moderate
- ~~j. Used the Internet or instant messaging to work on an assignment ICT moderate~~
- ~~k. Used e-mail to communicate with an instructor ICT moderate~~
- l. Discussed grades or assignments with an instructor LW really strong
- m. Talked about career plans with an instructor or advisor LW really strong



- n. Discussed ideas from your readings or classes with instructors outside of class  
EC moderate; LW somewhat
- r. Discussed ideas in your readings or classes with others outside of class  
EC & C moderate
- s. Had serious conversations with students of a different race or ethnicity other than your own  
C moderate
- t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values  
C moderate
- u. Skipped class  
LW somewhat

**5. During the current school year, how much has your coursework at this college emphasized the following mental activities?**

- a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form  
CT really strong
- b. Analyzing the basic elements of an idea, experience, or theory  
CT really strong
- c. Synthesizing and organizing ideas, information, or experiences in new ways  
CT really strong
- d. Making judgments about the value or soundness of information, arguments, or methods  
CT really strong
- e. Applying theories or concepts to practical problems or in new situations  
CT really strong
- f. Using information you have read or heard to perform a new skill  
CT really strong

**9. How much does this college emphasize each of the following?**

- ~~g. Using computers in academic work. ICT somewhat~~

**10. About how many hours do you spend in a typical 7-day week doing each of the following?**

- a. Preparing for class  
LW moderate



c. Participating in college-sponsored activities      C really strong

**12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?**

c. Writing clearly and effectively      EC really strong

d. Speaking clearly and effectively      EC really strong

g. Using computing and information technology IL moderate

What additional statements should be included to better assess the Citizenship, Information Literacy, and Lifelong Wellness ISLOs?
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**1) Citizenship (Arthur, Luciana, Vanson & Kathleen)**

a) How concerned are you about environmental issues (e.g., recycling, carbon footprint/ alternative fuels, vegetarianism, etc.) ? How often do you act on/ put



into practice sound environmental practices? (e.g., recycling, taking mass transit, carpooling, etc.) – both tentatively approved

- b) How often do you participate in an activity from a culture other than your own? -- approved
- c) How often have you participated in and/or organized cultural events on campus?
- d) To what degree do you have positive experiences with people of diverse backgrounds?
- e) To what degree do social, economic and political issues play a role in your daily life?
- f) To what degree are your ideas, responses and actions often influenced by the other peoples' perspectives and attitudes that may differ from your own?

2) **Information and Computer Technology Literacy (Tom, Christine, Nick)** – use the library's program level data to assess part of this ISLO instead of adding pertinent statements to the CCSSE

3) **Lifelong Wellness (Jan, Jude, Virginia, Rob)**

- a) use the physical education department's program level data to assess part of this ISLO instead of adding pertinent statements to the CCSSE
- b) If the growth mindset is approved as a sub-descriptor, draw from the mindset statements from the Liberia and/or Jumpstart surveys.
  - i) When I face a disappointment (such as failing a test), I ask myself, "What lesson can I learn here?" .
  - ii) I know how to set effective short-term and long-term goals.
  - iii) If I lose my motivation in [college], I don't know how I'll get it back.
  - iv) I control how successful I will be.
  - v) I believe I am in control of my education.
  - vi) When I have a problem, I take positive actions to find a solution.
  - vii) Forces outside of me (such as luck or other people) control how successful I will be.
  - viii) I expect to do well in my [college] classes