



Institutional Effectiveness Committee Agenda

October 26, 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 Representative

Jacque Escobar, Student Services Representative

Jan Fosberg, Kinesiology, Athletics & Dance Representative

Liz Gaudet, Classified Senate 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

Cliff Moss, Global Learning and Program Services Representative

David Reed, Academic Services & Learning Technology Representative

Sam Sanchez, Social Sciences/ Creative Arts Representative

Sarita Santos, Business, Education, & Professional Programs Representative

Nadia Tariq, Classified Senate Representative

Michael Wong, Associated Students of Skyline College Representative

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



Documents: Potential CCSSE questions spreadsheet; Skyline College Promise; Skyline Course Completion and Persistence

Action Item(s)

Topics	Presenters	Time
I. Approve Agenda	Wong	2 min.
II. Approve SLOAC/ IE Minutes from September 28, 2015	Wong	2 min.

Reports/ Discussions

Topics	Presenters	Time
III. Review Institutional Student Learning Outcomes and their Sub-Descriptors to familiarize oneself, determine if the Growth Mindset should be added to the Lifelong Wellness ISLO, and sign up for work teams to review the other ISLOs, Sub-Descriptors, and Rubrics.	Wong	20 min.

Potential Action Item(s)

Topics	Presenters	Time
IV. Recommend to college leadership to add the Growth Mindset to the Lifelong Wellness ISLO?	Wong	5 min.

Reports/ Discussions

Topics	Presenters	Time
V. For the purposes of indirectly assessing the ISLOs, review and recommend up to fifteen additional questions for the Community College Survey of Student Engagement , which will be administered in Spring 2016 (3 rd time)	Wong	60 min.



Action Item(s)

Topics	Presenters	Time
VI. Recommend to college leadership which questions be added to the CCSSE Wong		5 min.

Reports/ Discussions

Topics	Presenters	Time
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 th Mondays of the month), 2- 4, for IE Committee meeting: November 23, January 25, February 22, March 21, and April 25. Outlook invitations were sent.		



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.
- effectively express ideas through speaking and writing.

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.
- 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 demonstrating leadership by motivating others.
- 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** ~~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.**