Institutional Effectiveness Committee Agenda

January 25, 2016, 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

Jacquie 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: CCSSE Survey/ ISLO Spreadsheet

Action Item(s)

Topics	Presenters	Time
1) Approve Agenda	Wong	2 min.
2) Approve SLOAC/ IE Minutes from November 23, 2015	Wong	2 min.

Reports/ Discussions

Topics	Presenters	Time

3) Review Institutional Student Learning Outcomes and the Sub-Descriptors 15 min.

   i) Critical Thinking ISLO
   (1) Replace the second sub-descriptor "Responsiveness to bias; Fair-mindedness" with "Develop awareness of and ability to respond to bias"

   ii) Information Literacy ISLO

   iii) Reminder: By the February meeting, please confer with your group members about the rubric used to assess your group's ISLO so that you can make recommendations. Keep in mind that the rubric should use a four "point" scale that ideally is defined and measure the sub-descriptors. Consider the AACU rubrics as you review our current rubrics.

Action Item(s)

Topics	Presenters	Time

4) Recommend to college leadership that the revised ISLOs be adopted   Wong
10 min.

Reports/ Discussions

Topics	Presenters	Time

5) Community College Survey of Student Engagement (Spring 2016 administration) Wong 20 min.

   a) How much weight should be assigned to the statements listed under "Citizenship"?
   b) Since "appropriate social skills" were shifted from "Citizenship" to "Effective Communication," note that the following items will be moved under EC: 4f.g. And the following items will be listed under Citizenship and EC: 4.s.t., 12.h., and some proposed additions.

Reports/ Discussions

Topics	Presenters	Time

6) [Institutional Effectiveness Framework of Indicators](#)   Wong 30 min.
   a) Success course completion in the fall term – recommend 70% (based on 70% the past three fall terms, and 69% for fall 2011, and 68% for fall 2010)
   b) Audit Findings (State, Federal) – defer to the District's recommendation
   c) Required College Choice – recommend 70% for overall course completion in ESL and basic skills (Equity Plan, 30- 31): The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course (2012- 2014 data).
      Calculate progress rate through basic skills by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

   d) Optional College Choice—Opting not to post one since we have a robust internal means to evaluate our institutional effectiveness, the Balanced Scorecard.
   e) More information about the [Institutional Effectiveness Partnership Resource Teams](#), setting benchmarks, etc. …

Action Item(s)

Topics	Presenters	Time

7) Recommend to college leadership that these benchmarks be adopted   Wong
   10 min.

8) Please designate the following Mondays (the 4th Mondays of the month), 2- 4, for IE
   Committee meeting: February 22, March 21, and April 25.

Skyline College Institutional Student Learning Outcomes
(Revised in 2015- 2016)

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.~~
- analyze and comprehend oral, written, and other sensory information.
- ~~effectively express ideas through speaking and writing.~~
- effectively construct and deliver a message to express ideas through speaking or writing.
- provide appropriate responses to establish shared meaning.

- demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas. (moved from Citizenship ISLO; review the rubric to determine what should be moved)

> 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.~~
- Identify and demonstrate an understanding of a range of global issues: scientific, social, economic, political.

- 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.
- be an ethically responsible person. (will need to add this competency to the rubric)
- ~~demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and~~ demonstrate[e] leadership by motivating others. (moved first part under Effective Communication ISLO)
- 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.~~
- exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, acknowledging and overcoming challenges, and learning from constructive feedback.