



Approved Minutes

**Minutes of Institutional Effectiveness Committee and Town Hall Meeting**

**Held on October 24, 2016**

**Held in Building 6, Room 6-203**

**Chairperson:**

Karen Wong

**Members Present:**

Cheryl Ajitutu (substitute for Clifford Moss), Steve Aurilio, John Calavitta, Lorraine DeMello, Karen Dimalanta, Rika Fabian, Jan Fosberg, Dessa Hipolito, Cheri Jones, Nick Kapp, Evan Leach, David Reed, Sarita Santos, Nadia Tariq, Rob Williams

**Members Absent:**

Donna Bestock, Tammy Calderon, Jacquie Escobar, Zahra Mojtahedi

**Guests Present:**

Kate Williams Browne, Barbara Corzonkoff, Poh Kim Lim

**Resource:**

Belinda Chan (Recorder)

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**GENERAL FUNCTIONS**

**I. Call to Order**

Karen Wong called the regular meeting to order at 2:13 p.m.

**II. Approval of Agenda**

A motion was made by Steve Aurilio and seconded by Jan Fosberg to approve the October 24, 2016 Agenda as written. No change was made. Motion carried unanimously.

**III. Approval of Minutes**

A motion was made by Rob Williams and seconded by Nadia Tariq to approve the September 26, 2016 Minutes with an extra coma deletion. No other change was made. Motion carried unanimously with two abstention votes.

**REPORTS/ DISCUSSIONS**

**IV. Familiarize with Balanced Scorecard**

The Balanced Scorecard was created by Director of Planning and Research in 2005 as a tool to align with the major goals articulated in Skyline College's Mission-Vision-Values, education master plan, and strategic plan, and to measure if said goals are reached. Its metrics fall under four categories: External Stakeholders (e.g. students), Internal Stakeholders (e.g., faculty, staff, and administrators), Financial & Business Operations, and Innovation & Growth. Members were encouraged to review all of the Balanced Scorecard materials to familiarize themselves with the contents prior to the review and revision process in Spring 2017.

Access Location: <http://www.skylinecollege.edu/prie/balancedscorecard.php>



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### V. Town Hall Discussion: Lifelong Wellness, Effective Communication, and Critical Thinking ISLOs

The Committee, with guests, was divided into six groups with two groups per ISLO. Each group reviewed the data of their assigned ISLO; following are the highlights. (See Appendix I).

#### *Critical Thinking*

- In most areas, approximately 30% “sometimes” or “rarely” practice those critical thinking strategies.
- Students seem to struggle a lot with “bias.”
- They also seem to struggle with “analysis” in two categories in particular: “theory and application” and “inconsistencies examined.” But it is hard to draw any conclusions from the latter one since the sample size was so small. It’s also not clear how much faculty reinforce this skill, a form of meta-analysis.
- No definitive conclusions can be drawn from these data trends. Energy may be better spent helping faculty within departments to discuss departmental results, and instruction/classroom activities that help students to master and demonstrate those competencies.

#### *Effective Communication*

- The results suggest that males may need more support in this area. Some concern was expressed about the “unreported” gender and ethnicity category; unfortunately, such information is self-reported.
- Analysis and Audience has the lowest assessment score of all the criteria. The results may have been impacted by the assignment (e.g., written vs. speech, where the audience is clearer). Creating assignments that have a clearer rhetorical purpose/ audience may help to address this area.
- Surprisingly, the 40- 49 year- old group didn’t fare as well, but then again, the sample size was fairly small.

#### *Lifelong Wellness*

- Growth Mindset is primarily incorporated in Counseling, Kinesiology, Athletic and Dance, and Mathematics. English is considering in adapting the Growth Mindset into curriculum. What actions can student service areas take to reinforce these competencies?
- Five out of six criteria are at 68% or higher. The highest percentage of “needs work” is 14%.
- Growth Mindset Criteria: If the majority of students are at “adequate” or higher levels of the growth mindset, then shouldn’t we see more students succeeding? The results seem inflated, or perhaps the rubric needs to be revised?
  - o The “adequate” bar seems too low to truly be “adequate.”
  - o “Persistence” criteria also seem too easy to achieve.
  - o “Challenges” is better suited as a yes/no binary.
- Given that persistence is a continued challenge, it would be helpful to know why students withdraw. Because the College does not collect that information, the College does not know what can be changed to enable more students to persist.
  - o African American students appear to be disproportionately impacted, which raises the question of what can be done. Among the responses that came up during the White House Summit was peer mentoring.

Members are asked to share highlights of the meeting with their divisions.

### **NEXT REGULAR MEETING**

The next regular meeting will be held on November 28, 2016 in Room 6-203 from 2:05 p.m. to 4:00 p.m.

### **ADJOURNMENT**

There being no further business, the meeting was adjourned at 4:02 p.m.

Minutes were approved by Members on November 28, 2016.