



**Minutes of Institutional Effectiveness Committee and Town Hall Meeting
Held on November 28, 2016
Held in Building 6, Room 6-203**

Chairperson:

Karen Wong

Members Present:

Cheryl Ajrotutu (substitute for Clifford Moss), Steve Aurilio, John Calavitta, Tammy Calderon, Rika Fabian, Jan Fosberg, Dessa Hipolito, Cheri Jones, Nick Kapp, Evan Leach, Zahra Mojtahedi, Raymon Gutierrez (substitute for David Reed)

Members Absent:

Donna Bestock, Lorraine DeMello, Karen Dimalanta, Jacquie Escobar, Sarita Santos, Nadia Tariq, Rob Williams

Resource:

Belinda Chan (Recorder)

GENERAL FUNCTIONS

I. Call to Order

Karen Wong called the regular meeting to order at 2:11 p.m. and welcomed Raymon Gutierrez as David Reed's substitute for this meeting. Members introduced themselves.

II. Approval of Agenda

A motion was made by Jan Fosberg and seconded by Nick Kapp to approve the November 28, 2016 Agenda as written. No change was made. Motion carried unanimously.

III. Approval of Minutes

A motion was made by Steve Aurilio and seconded by Evan Leach to approve the October 24, 2016 Minutes as written. No change was made. Motion carried unanimously with two abstention votes.

REPORTS/ DISCUSSIONS

IV. Discuss the results from the Community College Survey of Student Engagement (CCSSE)

The CCSSE was administered in Spring 2016 to capture "the institutional practices and student behaviors that are highly correlated with student learning and retention." The CCSSE employs five "benchmarks" under which related survey items are clustered: "Active and Collaborative Learning, Student-Faculty Interaction, Academic Challenge, Student Effort," and "Support for Learners." Zahra Mojtahedi shared the highlights of the CCSSE result with the Committee. Among the 51 classes chosen by CCSSE Survey Center, there was a 100% class participation rate, thanks to the instructors who set aside time, and as a results, 1005 students took the survey. Of the five "benchmarks," in comparison to the 2016 cohort (colleges who took the survey from 2014- 2016), Skyline College excelled in "Support for Learners" but was behind in "Student Effort." See Appendix I for details.



V. Discuss how to roll out the CCSSE results to the campus and your experience with today's data points exercise.

A handout, "Spring 2016 Community College Survey of Student Engagement: Shaping Narratives from Related Data Points," was distributed.

Activity One (STEP ONE): Members completed a prediction exercise corresponding to the question, "How likely is it that the following issues would cause you to withdraw from class or from this college?" The Committee predicted that "working full-time" and "caring for dependents" were the issues likely or highly likely to lead to withdrawals. However, according to the CCSSE result, "transfer to a 4-year college or university" and "lack of finances" were the most likely issues that could lead to withdrawals.

Activity Two (STEP TWO): Members were given one minute to write down what they or the college can do to enable students to continue with their studies and two minutes to share with their partners to prepare them for the next part of the activity.

Activity Three (STEP THREE): Members divided into four groups based on the data points they were most interested in exploring— "Academic Assistance," "Learning Experiences within the Classroom," "Financial Aid Advising," and "Sense of Purpose" -- and analyzed data on the handout based on the chosen topic.

Academic Assistance group

- Preferred having students placed in below transfer level ENGL and MATH to enable them to earn higher grades than placing them directly in the transfer level ENGL and MATH which may result in barely passing grades
- Believed students would like to utilize skills labs but the hours and/or formats may not be convenient to them
- Recommended to keep Web Access/ Canvas up-to-date for students to know their grades throughout the semester
- Stated that students who approach and discuss grades and assignments with faculty were most likely those with grade issues

Learning Experiences within the Classroom

- Recommended to provide pre-discussion questions, enabling students to prepare ahead
- Recommended to form more small group discussion formats to enable shy students to have the opportunity to speak up and shine
- Recommended to create many opportunities for low stakes work and to have peer review and self-assessment to receive prompt and frequent feedback

Financial Aid Assistance

- Noticed that Skyline College students had a similar percentage breakdown as the 2016 cohort for "work[ing] for pay"
- Recommended removing barriers and increasing access to financial advising and assistance
- Proposed to pay students to be full-time students; if students fail, they will be "fired."

Sense of Purpose

- Recommended to send reminders via mobile phone alerts to students about upcoming counseling appointments
- Recommended building connections with students so that faculty are more approachable, especially as mentors
- Raised a question about who is responsible for students who need help beyond academic help



CCSSE questionnaires were distributed. Members were asked to highlight sections that may be of interest to the divisions/ group they represent. Evaluation forms were also distributed to members to collect feedback from the presentation.

VI. Familiarize yourself with the Balanced Scorecard

In preparing for Balanced Scorecard implementation, members were given a homework assignment to review the Balanced Scorecard and its metrics.

NEXT REGULAR MEETING

The next regular meeting will be held on January 30, 2017 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 3:59 p.m.