



**Minutes of Institutional Effectiveness Committee
Held on September 24, 2018
Held in Building 6, Room 6-203**

Chairperson:

Karen Wong

Members Present:

Rachel Bell, Grace Beltran, Sara Benchohra, Belinda Chan (substituting for Zahra Mojtahedi), Jan Fosberg, Zaid Ghori (substituting for Wissem Bennani), Jacque Honda, Evan Leach, Gabriela Nocito, Kwame Thomas, Suji Venkataraman

Members Absent: Steve Aurilio, Amir Esfahani, Stephen Fredericks, Jim Houpis, Nicole Porter

Vacancies: Academic Senate, Language Arts Second Representative

Resource:

Belinda Chan (Recorder)

GENERAL FUNCTIONS

I. Call to Order

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

II. Approval of Agenda

Karen Wong proposed to make an amendment to the agenda to postpone the photo session to another meeting and to change the order of agenda items. A motion was made by Jacque Honda and seconded by Rachel Bell to approve the September 24, 2018 Agenda with amendment proposed. Motion carried unanimously.

III. Approval of Minutes

No motion was proposed on the August 27, 2018 Minutes. The August 27, 2018 Minutes were approved as written.

REPORT/ DISCUSSION

I. The Institutional Effectiveness Cycle of continuous improvement

Karen Wong began the meeting by reviewing the meaning of institutional effectiveness and questions to consider that were drawn from the *Institutional Effectiveness Fieldbook*, which were addressed in the last meeting's [PowerPoint slides](#).

Karen cited the changes to program review as exemplifying an effective institutional effectiveness cycle. The program review process was changed to address concerns that emerged from the Fall 2015 Employee Voice survey on the Integrated Planning and Allocation of Resources Cycle. As stated in the [Program Review Refresher](#), which was distributed in the Opening Day packet, the program review process was changed to 1) better align annual program plan questions with the six-year comprehensive program review, 2) report out to the Strategic Planning and Allocation of Resources Committee (SPARC) and Institutional



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Effectiveness Committee (IEC) instead of the Curriculum Committee, so valuable feedback can be provided to the presenters and inform college-wide decisions, 3) be submitted to Strategic Planning Online, a cloud-based tool, so as to receive feedback about objectives and resources requests, and align objectives to at least one of the college strategic goals.

Groups of three analyzed the [Employee Voice Survey](#) results on the Student Learning Outcomes (SLO) Assessment (page 10 and 11) as another means to engage in an institutional effectiveness cycle. Groups of three analyzed the results and discussed how to strengthen what needs work. Below are the highlights:

- The respondents indicated that they know about the SLO assessment and are involved.
- The responses to the question on the meaningfulness of SLO assessment is somewhat low.
- The responses to the question on adequate time to engage in SLO assessment is also low.

Members suggested the followings to address the weaknesses indicated above:

- To collaborate with colleagues to establish shared goals about SLO assessment and the role it can play in teaching and curriculum
- Ensure that assignments being assessed align with the SLOs and arrive at parameters so that results from different sections can be compared
- Have a dedicated person from each department sending reminders about the assessment deadlines
- Use Canvas as a sharing tool to communicate within colleagues in the same discipline about SLOs and assessment, which can enable adjunct faculty to participate
- Include assessment training and/or peer mentors to onboard new employees

Karen reminded members that the College has been supporting SLO assessment engagement through dedicated SLOAC coaches across the curriculum, and stipends for adjunct faculty to participate in SLOs and assessment, particularly those that are the sole instructors for courses. The new addition are the four days each year for departments to convene and work on SLOs and assessment (a flex day and all division meeting day), in response to employees feeling that they don't have enough time to engage.

II. Introduction

With Sara Benchohra newly joining as an ASSC representative, members introduced themselves.

III. Revision of the Mission/ Vision/ Values and Strategic Goals and Priorities

The Accrediting Commission for Community and Junior Colleges (ACCJC) site visit will take place in Fall 2019, and Skyline College is in the process of writing the Institutional Self-Evaluation Report (ISER). One of the standards requires that the mission be reviewed regularly, and include something about data-based inquiry. Thus, Skyline College's [Mission-Vision-Values \(M-V-V\)](#) was revised to include data based inquiry in regards to achieving equity. The revised version was approved through governance and now awaits review and approval by the Board of Trustees (BoT).

As with the MVV, feedback on the [Strategic Goals and Priorities](#) was solicited in many venues, including standing committees and an open forum. It was reviewed to ensure that it aligns with the San Mateo County Community College District (SMCCCD)'s goals and revised to list current initiatives under the appropriate goals. The Strategic Goals and Priorities was approved by the College Governance Committee (CGC). It will be integrated into the Education Master Plan, which will be reviewed and approved by the Board.



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Members were apprised that Strategic Goals and Priorities are important to the college community because requests for resources, including funding, are more likely to be prioritized if they directly align.

IV. Feedback on the draft Skyline College IE Cycle

The [Skyline College Institutional Effectiveness Cycle](#) draft was reviewed and discussed.

Members worked in pairs to give feedback. The comments are listed below:

- List all eight strategic goals or categorize them into larger categories to capture all eight
- Some wording is vague, so perhaps replace by more concrete terms
 - Replace “Skyline College Promise” with the College Redesign
 - Replace “Student Completion” with 75%
 - Replace “Internationalization” with the strategies about curriculum and international student recruitment
 - Include descriptions that people can click on
- Clearly define where are the starting and ending points of the cycle
- Consider other ways to graphically capture the cycle

V. Photo of the Committee

This item will be executed in a future meeting.

VI. Think/ Pair/ Share on what you'll bring back to your area

Members were asked to share and to collect feedback about the draft of the IE Cycle, and to report out on anything else pertinent to their areas, including the announcements below.

ANNOUNCEMENTS

VII. Reminders for your divisions

- A. Accreditation Forum on Tuesday, September 25, 2018, 2:00 to 3:00 p.m., Room 6-202
- B. Accreditation Institutional Self Evaluation Report (ISER, a.k.a. the “self-study”) solicitation for feedback from stakeholders and experts
- C. SLOAC Work Session on Friday, October 26, 2018, 1:30 to 3:30 p.m., Room 6-202 to 6-206, with circulating SLOAC coaches available to assist, an updated SLOAC Framework and website, and refreshments

VIII. IE Committee Meetings

Please designate the following Mondays for the 2018- 2019 Institutional Effectiveness Committee meetings from 2:10-4: October 22, November 26, January 28, February 25, March 25, and April 22. Calendar invitations have been sent via Outlook by Karen Wong.

NEXT REGULAR MEETING

The next regular meeting will be held on October 22, 2018 in Room 6-203 from 2:10 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 26, 2018.