



**Minutes of Institutional Effectiveness Committee  
Held on September 23, 2019  
Held in Building 6, Room 6-203**

**Chairperson:**

Karen Wong

**Members Present:**

Steve Aurilio, Rachel Bell, Grace Beltran, Vincent Chandler, Erik Ferroggiaro, Jan Fosberg, Stephen Fredericks, Zahra Mojtahedi, Gabriela Nocito, Danni Redding-Lapuz, Ingrid Vargas, Sujatha (Suji) Venkataraman

**Guest Present:**

Carol Liu, General Public

**Members Absent:**

Wisse Bennani, Evan Leach, Kwame Thomas, Academic Senate Representative (vacant), Second B.E.P.P. Representative (vacant)

**Resource:**

Belinda Chan (Recorder)

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**GENERAL FUNCTIONS**

**I. Call to Order**

Karen Wong called the regular meeting to order at 2:10 p.m.

**II. Approval of Agenda**

Karen Wong proposed to remove Items pertaining to the Scorecard to be removed from the September 23, 2019 Agenda and to add a photo taking item on the agenda. A motion was made by Jan Fosberg and seconded by Erik Ferroggiaro to approve the amended September 23, 2019 Agenda. Motion carried unanimously.

**III. Approval of Minutes**

No amendment proposed to the August 26, 2019 Minutes. The Minutes were approved as written.

**REPORT/ DISCUSSION**

**IV. Accreditation via Kahoot**

Members signed into [Kahoot](#) with a given pin number to gain familiarity about accreditation through an interactive game. Seven questions pertaining to accreditation were posed to the Committee. However, due to the unstable internet connection, Members were not able to participate in some of the questions via Kahoot but continued their participation by responding verbally.

**V. Integrated Planning and Resource Allocation Model**

Ingrid Vargas presented Skyline College's [Integrated Planning and Resource Allocation Model](#) to the Committee. The model provides a clear overview of the planning process, which has parallel planning processes: institutional-wide or program/ unit level. As seen in the diagram, both planning focuses are



## Approved Minutes

aligned to Skyline College's Mission-Vision-Values as well as tied to the Strategic Goals and Initiatives in the Education Master Plan that was updated in fall 2018.

Under the institutional-wide focus planning process, the Institutional Effectiveness Committee (IEC) makes recommendations to the Strategic Planning and Allocation of Resources Committee (SPARC), who then make recommendations to the College Governance Council (CGC).

Under the program focus planning process, Annual Program Plans (APPs) and Comprehensive Program Reviews (CPRs) inform Divisional Deans' Administrative Leadership Unit Reviews (ALUR), which in turn inform Vice - Presidents' ALURS.

Members asked who is held accountable to the process. Ingrid Vargas responded that while there is no committee overseeing the process; each listed body is expected to hold itself accountable to ensure that the planning process takes place as described.

At the moment, SPARC is in the process of deciding which budget scenario to recommend to the College Governance Council (CGC) that allocates nearly \$1.1M of new Fund One dollars.

### VI. Review of College Scorecard

This item was not discussed because the 2019-20 graduation data has not been finalized.

Instead, Ingrid Vargas presented [enrollment trends](#). Enrollment district-wide has been declining since the early 2010s. Full-time Equivalent Students (FTES) is also declining. However, among the three colleges, Skyline College is in the lead with FTES. Though head count is declining, the growth of FTES continues, which may be due to the Skyline College Promise.

As enrollment overlap between the sister colleges is considered, there is a 10% increase in students enrolled in more than one campus, which may be due to the growth of online courses. Skyline College leads in students who take courses only at this college.

Of all of the divisions, only SS/CA is increasing in enrollment, which may be due to robust enrollment in Psychology courses.

Also noted were the cities with the highest enrollment growth and declines.

An enrollment management plan is being created.

### VII. Introduction

Members introduced themselves. The guest, Carol Liu, plans to attend IEC meetings regularly.

### VIII. Review the Student Learning Outcomes Assessment Cycle

When reviewing [the student learning outcomes assessment cycle](#), Karen Wong:

- Described the student learning outcomes assessment cycles, comparing a compliance driven versus student-centered conception;
- Discussed the difference between direct and indirect assessment measures;
  - Direct measures include, but are not limited to published and institutional tests, portfolios, essays, presentations, performances, gallery walk, etc.;

## Approved Minutes

- Indirect measures include, but are not limited to surveys, interviews, focus-group studies, student mega-cognitive reports;
- Explained how an individual can practice a “culture of intentionality”, which is a student-centered model to seek information about how well students are learning or how well various areas of the college are supporting the college experience, so as to strengthen student learning;
- Pointed out the rubric to evaluate the effectiveness of assessment cycles.

In the last segment of the meeting, Members evaluated the assessment of English 110 SLOs. Among the comments were the following:

- The assessment is appropriate for the SLOs, an essay that requires higher ordered thinking and covers multiple SLOs.
- Separating the norming session and the actual scoring of essays helped to remove distractions.
- Having at least two readers per essay assures consistency in scoring.
- Also, it’s good to evaluate essays that aren’t their own students to remove biases.
- The model is great for English, but it does not work for programs with one faculty. One option is to have discussion and sharing with faculty in related subjects, such as ADMJ with LEGL.
- A question also was raised about involving adjunct faculty. Karen reminded everyone that an adjunct faculty stipend is available within divisions, especially for those courses that are taught entirely by adjunct faculty. Another strategy that units such as the Education/ Child Development Program uses is an established Canvas site to post assessment related materials and facilitate asynchronous dialogues.

### IX. Informing Your Constituents about Institutional Effectiveness Committee meeting

Members are reminded to solicit input and/or facilitate discussions on items on the IEC agenda.

## ANNOUNCEMENTS

### X. Preparing for the Accreditation Site Visit

The accreditation site visit will be held next week from September 30, 2019 through October 3, 2019. Members are encouraged to participate and invite their constituents to attend the forums during the visit:

1. Tuesday, October 1, 2019, 5:30 – 6:30 p.m., Rooms 6-202 to 6-206
2. Wednesday, October 2, 2019, 12:30 – 1:30 p.m., Building One, Theater

### XI. Meeting Dates

The meeting days in 2019/20 are scheduled on the following Mondays from 2:10 p.m. to 4:00 p.m.:

October 28, November 26, 2019

January 27, February 24, March 23, and April 27, 2020

## NEXT REGULAR MEETING

The next regular meeting will be held on October 28, 2019 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 25, 2019.