
**Minutes of Accreditation Oversight Committee
Held on March 21, 2016
Building 4, Room 4-343**

Type of Meeting:	Regular Meeting
Meeting Location:	Building 4, Room 4-343
Chairperson:	Aaron McVean
Members Present:	Stephen Fredericks, Angélica Garcia, David Martinez, William Minnich, Zahra Mojtahedi, Jonathan Paver, Jesse Raskin, Tammy Robinson, Christine Roumbanis, Karen Wong
Members Absent:	Eloisa Briones, Liz Gaudet, Sarah Perkins
Ex-Officio:	Regina Stanback Stroud
Resource:	Belinda Chan (recorder)

1. GENERAL BUSINESS

1.1 Call to Order

Aaron McVean called the regular meeting to order at 9:05 a.m.

2. ACTION ITEMS

2.1 Approval of Agenda

Due to lack of a quorum when the meeting was called, no action was taken.

2.2 Approval of Minutes

Due to lack of a quorum when the meeting was called, no action was taken.

3. DISCUSSIONS/ REPORTS

3.1 Review SLO Essay Draft

Prior to the discussion about SLO Essay Draft, members were given 3 minutes to complete a pop quiz about student learning outcomes. See the tested questions in Appendix I.

The Annual Report Questions is to be due to Accrediting Commission for Community and Junior Colleges (ACCJC) on March 31, 2016. Within the report, there are four questions (Questions 36 to 39) pertaining to student learning outcomes. Karen Wong presented the answers to the Committee for review and comment. See Appendix II for details.

3.2 Review Mission-Vision-Values Revision

This item was not discussed in the meeting.

3.3 ACCJC Annual Report

ACCJC Annual Report Questions will be due to ACCJC on March 31, 2016.

3.4 ACCJC Issues

This item was not discussed in the meeting.

3.5 Standard IIA: Review and Discussion

ACCJC Standard II handouts were tabled. Members were given two minutes to read the materials to prepare for discussion. See Appendix III for details.

4. NEXT REGULAR MEETING

Next regular meeting will be held on Monday, April 18, 2016 in Room 4-343 from 9:00 to 10:00 a.m.

5. ADJOURNMENT

There being no further business, the meeting was adjourned at 10:05 a.m.

Minutes were approved by Members on November 21, 2016.

AOC POP QUIZ – MARCH 21, 2016

Name:

1. How many ISLOs does Skyline College have?
2. Please list out all of the ISLOs?
3. How do we, as an institution, assess our ISLOs?

Spring 2016 ACCJC Annual Report

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. [Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified.](#) Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. [Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement](#) (1,350 character limit, approximately 250 words).

38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. [Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness](#) (1,350 character limit, approximately 250 words).

39. [Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness.](#) Describe the practices which led to the success (1,350 character limit, approximately 250 words).

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).

SLOs and assessment are informed by statewide initiatives. Through our Basic Skills Initiative, faculty and staff underwent training related to fostering resilience in students. Primarily faculty teaching accelerated Math and English and counselors reinforce the “growth mindset.” This practice resulted in Math faculty embracing it as one of their PSLOs; discussions are underway as to how to teach and assess the “growth mindset.” Resilience also was added as a sub-descriptor to the Lifelong Wellness ISLO.

Secondly, via course embedded assessment of ISLOs, participating faculty are required to employ the relevant parts of the rubric and are encouraged to share it with students. With approximately twenty faculty assessing each ISLO, the rubric is a vehicle through which effective assessment is reinforced, and provides a common language for faculty and students alike pertaining to the criteria. Since all ISLOs have undergone one cycle of assessment, the Institutional Effectiveness Committee is presently engaged in reviewing and revising ISLOs and the rubrics, including considering AACU’s Value Rubrics.

Through reviewing the mapping and assessment results of the Citizenship ISLO, it became evident that students need more opportunities to engage in service learning and broaden their global awareness. This realization has informed the current proposal to strengthen our general education program. One is to create an infrastructure to support service learning, including facilitating community and business partnerships, and designing effective service learning assignments. Another is to create thematic pathways to reinforce the relevancy of courses beyond fulfilling a requirement. One such pathway can be global studies, which in turn can align with Asian Studies and the African Diaspora program being created.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).

LAST YEAR [Faculty] On the website, the college makes available research and SLO assessments which are integrated in Annual Program Plans, Comprehensive Program Reviews, and Administrative Leadership and Unit Reviews. These are used in planning at the program, division, and college levels.

The semester or two after an ISLO assessment, the Institutional Effectiveness Committee, Academic Senate, and Classified Senate co-host a town hall to discuss the results. The data is aggregated; it also is disaggregated demographically for equity efforts, and when requested- at the departmental and division levels to inform program self-evaluation.

[Students/ Faculty] Via syllabi and rubrics, students understand the course level competencies they're expected to demonstrate by the end of the semester, and how their performance will be evaluated. Through well- articulated rubrics, students gain a concrete understanding of what they did well and what they need to improve on, and faculty are less subjective when evaluating student work.

NEW THIS YEAR Recently, faculty assessing an ISLO who undergo the training are encouraged to reference the ISLOs on their course syllabi and major assignments by including the relevant ISLO icon(s), the PSLO(s), and the course level SLO(s). Students will therefore gain an understanding of which competencies the assignment will enable them to demonstrate. Faculty also were encouraged to include a reflective component to the assignment, for instance prompting students to consider which SLO(s) and/or competencies they felt they mastered, and with which they struggled.

38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).

LAST YEAR Division and department meetings are partially designated for discussion on assessment analysis and planning. Results, action plans, and resource requests are integrated in the Annual Program Plans and Comprehensive Program Reviews, which inform Administrative Leadership and Unit Reviews. These processes are central to college planning and budgeting and involve all program and administrative areas.

In most instances, analyses result in robust conversations about pedagogy, curriculum, and research methodology. Action plans may involve discussing teaching strategies and best practices such as reinforcing concepts via application, reviewing assessment tasks and instruments to ensure they measure the SLO and/or reflect industry expectations, and determining how to involve more adjunct faculty.

Assessment may also prompt more research. **THIS YEAR** For example, The Learning Center followed up with their survey with focus groups to explore which services students felt were especially helpful and why, and what compels them to take advantage of the various services. They also conducted research stemming from the College's Diversity Framework pertaining to access: which students used the Learning Center, and do they reflect the population at the College? They found that African American and Latino males

were disproportionately impacted, information which may impact their outreach and programming.

39. Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).

Most compelling is how assessment can lead to robust dialogues pertaining to teaching and learning. Three come to mind:

Faculty assessing a given ISLO are required to participate in two workshops. The first grounds them, as they are prompted to consider how the ISLO manifests itself in their course/ discipline and how they reinforce that competency. Faculty enjoy learning from their colleagues from different disciplines; in some cases, it's yielded partnerships, for instance faculty collaborating with Communication Studies faculty about how to foster better teamwork for group projects.

ISLO assessment results and workshops also led to follow-up professional development workshops. For example, the Lifelong Wellness ISLO assessment led to workshops on fostering the growth mindset and students' metacognitive awareness.

Course level assessment presentations from different disciplines led to compelling discussions about how faculty can compel students to take positive risks. Two seemingly different disciplines—Mathematics and the Fine Arts—were confronted with this same issue. While for Mathematics, it's about being able to persist beyond the confusion or the wrong answer, and for the Fine Arts, it's about being willing to experiment; only through experience will students will be able to truly understand. This approach is especially important in the Fine Arts, as someone may be technically adept, but are they able to express their ideas through these nonverbal mediums?

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

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7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)
 10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)
 11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
 12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)
 13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
 14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

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15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
 16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.