



To empower and transform a global community of learners.

Accreditation Open Forum

January 29, 2013

Room 6202

12:20 p.m. to 3:30 p.m.

Presenters: Donna Bestock and Christine Roumbanis

- Agenda:**
1. **Opening Remarks**
 2. **Ground Rules for Discussion**
 3. **Themes**
 4. **Standards I, II, III & IV**
 5. **Closing and Next Steps**
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Attendance:

Carol Driscoll, Barbara Daley, Dave Haw, Jose De Souza, Tom Hewitt, Donna Bestock, Joe Morello, Soledad McCarthy, Jing Luan, Richard Lopez, David Latt, Jessica Lopez, Raul Guerra, Angelica Gorostiza, Nohel Corral, Eloisa Briones, Amory N. Cariadus, Oscar Ceron, Victor Moran, Kidd Su, Bridget Fischer, Pcyeta Jackson, David Reed, Soraure Pome, Cherie Napier, Crystal Shetaya, Nancy Kaplan-Biegel, Leigh Ann Shaw, Ira Lau, Kathy Fitzpatrick, Gabriela M. Solis, Kayla Razavi, Karen Wong, Don Carlson, Kate W. Browne, Cece Rebele, Christine Roumbanis, Christine Themoleas, Sarah Perkins

Total: 39 Classified (___), Instruction (___), Administration (___), Students (___)

1. Opening Remarks:

Sarah Perkins provided an opening statement as VP of Instruction and Accreditation Liaison Officer. Ms. Perkins thanked everyone for attending and assisting in the process. She explained that the accreditation site visit is scheduled to occur at the end of October 2013. The Accreditation team will arrive and review the colleges' submission describing, among other things, its best practices, student completion and student learning outcomes (SLO's). The process will include contact with faculty, staff and students. The self-evaluation process will describe what makes Skyline, Skyline and how the college assists students to become successful. The 2013 accreditation process is different from that of 2007 in that there are more regulations involved. Additionally Skyline is involved in a

Substantive Change Report regarding Distance Education. Bridget Fischer, was introduced as involved in the Distance Education request for substantive change process. Ms. Perkins introduced Nohel Corral (Dean of Communications) as having started a web page today regarding “degree works.” Ms. Perkins is happy to be at Skyline college and very optimistic of the outcome but we are not out of the woods yet, we still have work to do. She thanked the team of Donna Bestock and Christine Roumbanis as accreditation co-chairs and introduced Christine Themoleas who will be working on collecting and organizing evidence.

2. Ground Rules for Discussion:

Donna Bestock set forth the time allotted to each of the Standards and the purpose of the color coded forms provided.

15 Minutes - Standard I: Institutional Mission and Effectiveness (Buff Form)

45 Minutes – Standard II: Student Learning Programs and Services (Orange Form)

45 Minutes – Standard III: Resources, Human, Physical, Technology and Financial (Blue Form)

15 Minutes – Standard IV: Leadership and Governance (Green Form)

3. Themes

Ms. Bestock described the themes to be woven throughout the writing of a continuous thread of institutional commitment to high quality education consistent with the Skyline Mission-Vision-Values Statement. The process described is that of Evaluation, Planning and Improvement on a continuing basis. The SLO process leads to improvement and self-analysis. Organizationally the process requires the input of faculty, administration, staff and students through a continual dialogue resulting in institutional integrity.

Today’s task is to focus on campus community to discuss and comment; to seek what may have been missed or should be included in Draft 3.

4. Standards

Standard I – Institution Mission and Effectiveness – 15 minutes (12:50 pm to 1:00 pm)

Section I A - Mission

Christine Roumbanis explained the title to Section I A is changed to Mission-Vision-Values (MVV).

Cherie Napier discussed the reason for the title change in that the previous mission statement was not complete enough. The intension is to ensure focus and accuracy.

A question was asked - What is being done to promote the MVV? Ms. Napier stated that all business cards would include the MVV statement. Ms. Perkins stated that all documents on the web will also reflect the MVV and that we are looking to the student association to also get out the word.

Section I B – Improving Institutional Effectiveness

Donna Bestock described Section I B as ‘all about student learning.’ MVV is a major component in all planning and budgetary decision making supported by data.

Ms. Bestock introduced Gina Rosabal and the extensive work she is currently involved to file an application for a Substantive Change Proposal regarding Distance Education. The primary purpose of the proposal is to increase Student Learning Outcome. The Proposal discusses among other things the distance learning as a tool increasing student access to alternative learning modes therefor increasing student success.

Standard II – Student Learning Programs and Services – 45 Minutes (1:00 pm – 2:05 pm)

Section II A – Instructional Programs

Ms. Roumbanis discussed how decisions are made for instruction programs. New changes in instruction must fit into the MVV. Some of the questions posed in the decision process are: What do we want for our students; what are the needs of the students? Ms. Roumbanis stated it would be helpful to receive examples of concerns that have been solved and this forum is intended to obtain those examples.

Suggestion: An attendee suggested students could benefit from training to prepare them for the workforce in general supervision and workforce development.

Ms. Bestock asked for input on views regarding the method and use of SLO’s and the process cycle.

Question: An attendee asked whether support is provided for Distance Education instructor training and was told that it is intended to accomplish things regarding instructor training prior to site visit.

Q: Karen Wong asked if people knew and understood about Student Learning Outcome. A: It was explained that it is an agreement between student and teacher.

Q: Karen Wong also asked if faculty recognizes how the SLO process increases learning by looking at presentation and performance. A: Not all faculty members are currently trained in how to handle data from SLO. It is intended to accelerate assessment training in anticipation of site visit. All adjunct faculty members will be compensated for efforts.

The focus will be to determine what can be done to increase student success. The program is intended to determine key knowledge and skills involved in obtaining an AA and an AS degree. All involved will be looking at core courses leading to AA and AS degree. The core competency is set forth on page 88 of the school catalog: Critical thinking, Effective Communication, Citizenship, Information Literacy, Computer Technology Literacy and Lifelong Wellness.

Q: Barbara Daley asked how Skyline teaches citizenship. A: Karen Wong replied that it is still being determined. Ms. Bestock pointed out that the American History and Institutions class includes citizenship as a requirement for AA & AS degrees. Ms. Perkins stated that Skyline works with the community to aid in determining skills of citizenship. Ms. Bestock stated that we are not told what SLO's to establish. Ms. Roumbanis stated that citizenship is included in courses but is not necessarily 'core'. School clubs include the component of citizenship.

Ms. Perkins explained that she wants to hear ideas to understand what 'our' desired outcomes should be. Faculty and staff help us engage in the process. It was asked how an SLO is demonstrated and that ISLO should be included in the professor syllabus. There is a push to have Direct Education online and are now looking at effectiveness.

CTTL is handled by Sarah Perkins & James Petromilli, Bridgette Fischer, Nino Floro and Ricardo Flores. They are looking to determine components needed for effectiveness. Direct Education website has been established and being added to. A handbook with policies, processes and resources will be available. 'Hybrid' forms of DE are also included in proposal. They are in the process of defining courses and determining effectiveness. CTTL is looking at methods of tracking students maintaining course quality and effectiveness. CTTL allows involvement, provides faculty training and multi educational opportunities. Fusebox is similar to Skype and allows multiple person involvement.

Student resources for DE have been established to determine 'readiness' of student for online training and are available along with counseling.

Q: It was asked if online education is in line with what Governor Jerry Brown is describing. A: Ms. Perkins replied that Skyline is putting in place strong structure in anticipation of what the Governor may be describing.

The District will be providing support regarding technology and information training for faculty.

Suggestion: It was suggested that students that have used online training could be gathered to brainstorm methods for improvement.

Q: It was asked if students are knowledgeable about resources and research tools. A: Ms. Perkins stated that the accreditation cycle provides an opportunity for change. Work is being performed to

make major changes in the structure of the website. Changes to the website and resources will be marketed to faculty, students and staff.

Standard II B – Student Support Services

Ms. Bestock described Student Support Services as, among other things, providing assistance with counseling, records, financial aid information and a health center. The services provided lead to success as students. ECE students were discussed and Ms. Bestock stated that the book program for ECE students may not exist.

She further stated that special needs students must be accommodated and they are looking to capture the opportunity to do so. SparkPoint is an important part of student services.

Ms. Bestock asked for feedback on whether support services were reaching all students.

Standard II C – Library and Learning Support Services

Ms. Bestock asked for an assessment of the services provided by the library and learning support services.

She stated that additional services recently made available will be addressed in Draft 3 of accreditation as follows:

- Library and Learning Center
- Recently launched library website that is improved
- Available databases from anywhere
- Subscription collection of ebooks
- iPads purchased to check out to students
- Tutoring center – will need to flesh out the types of services providing by tutors
- Math cad
- Veteran Resource Center – will be interviewing people who use the resource center to determine if there are additional services that should be provided. Ms. Perkins asked if online access should be provided.

Skyline will be providing assistance with technology in person as well as via the website.

Suggestion: It was suggested that the title of Section C be changed from “Library and Learning support Services” as the services encompass a great deal more.

Suggestion: It was suggested that “environmental sciences” be added to II-A. The language lab should be included as well.

Suggestion: The Child Development Center should also be included in II-B as it assists students with children.

Suggestion: II-C should include counseling for autism as it fits in with learning support

Suggestion: Ms. Perkins stated that information regarding public support services should be included regarding cosmetology, car maintenance and massage.

Standard III – Resources (2:05 pm to 2:35 pm)

Standard III A – Human Resources

Ms. Bestock described the subject matter to be covered in this section as having to do with Human Resources. She stated that faculty, staff, maintenance, administration, etc. should be well qualified, supported and evaluated on a regular basis.

Nina Floro stated she is in the process of working to refine the HR process and preparing evaluations for each group. A review of the current evaluations revealed that there are currently no instructions provided online for evaluations and she intends to fix that. She will concentrate on providing observation forms and a student questionnaire online.

Bridgett Fisher asked if there will be forms soon. Nina Floro replied that there will be a form concerning 'other' than faculty. She is creating forms to share with others in the District too. The former evaluation document is over 20 years old and very outdated.

Concern was expressed that newer people are unaware of available information regarding evaluations. Ms. Bestock explained that it is not enough to be in compliance but more importantly that all should be aware of what being in compliance means.

Q: Faculty asked if the accreditation report includes information on the evaluation process and qualifications. A: Ms. Perkins stated that the District sets the qualifications. There are six (6) handbooks currently being prepared and the handbooks will include one for HR and DE.

Ms. Bestock stated that standards always related back to student success. The standards require hiring to provide for 'student success' and the standards identify what that means.

Standard III B – Physical Resources

Ms. Roumbanis explained that this section is intended to provide a description of how the physical environment of the school improves student learning and success. Several facilities need upgrades.

Examples of facility upgrades to include in the self evaluation include the art on campus, CCTL location for training, and any additional plans for facility upgrades.

Standard III C - Technology Resources

Jim Petromilli stated they are working on having a technology advisory plan including an observation booth.

Standard III D – Financial Resources

Ms. Bestock stated that SLO's are a large part of the financial commitment to maximize student learning. Ms. Perkins added that the usual cycle for a Comprehensive Program Review is six (6) years. Currently the program includes an 'annual' program of planning and determining budgetary needs for technology, facilities and staffing. The annual documents are included in the 6 year 'program review' cycle.

Standard IV - Leadership and Governance (2:35 pm – 3:15 pm)

Standard IV A – Decision Making Process

Ms. Roumbanis described how the school is governed and how information is disseminated and shared.

Q: Leigh Anne Shaw stated a concern about not being aware of whom to go to when making a request to add something to courses or to add new courses.

Q: It was asked if there was a link between the college and District. A: Ms. Bestock referred the questioner to a 'function map' which lists the responsible parties.

It was suggested that all college documents begin using the commission jargon to describe such things as Governance style

Standard IV B – Board and Administrative Organization

Ms. Perkins stated that the District does not micromanage the college and that micromanagement is often an issue for some colleges. Ms. Bestock provided an example of the District involvement in the college. The District changed their policy regarding pursuing student fees and all three colleges implemented that policy.

Christine Roumbanis and Donna Bestock thanked everyone for coming today and said that they appreciated everyone's time and efforts.

Minutes taken by Christine Themoleas, Assistant, Accreditation Self-Evaluation