



## **Institutional Effectiveness Committee Agenda**

**February 22, 2016, 2:05- 4 -- Room 6203**

Facilitator: Karen Wong, Coordinator of Institutional Effectiveness, PRIE

Members: Steve Aurilio, Social Sciences/ Creative Arts Representative

Donna Bestock, Administrator Representative

Michael Bishow, Language Arts Representative

Tammy Calderon, Business, Education, & Professional Programs Representative

Lorraine DeMello, Student Services Representative

Karen Dimalanta, Academic Services & Learning Technology Representative

Jacque Escobar, Student Services Representative

Jan Fosberg, Kinesiology, Athletics & Dance Representative

Liz Gaudet, Classified Senate Representative

Nick Kapp, Science, Math & Technology Representative

Evan Leach, Science, Math & Technology Representative

Lucia Lachmayr, Language Arts Representative

Aaron McVean (Dean), Planning, Research & Institutional Effectiveness

Cliff Moss, Global Learning and Program Services Representative

David Reed, Academic Services & Learning Technology Representative

Sam Sanchez, Social Sciences/ Creative Arts Representative

Sarita Santos, Business, Education, & Professional Programs Representative

Nadia Tariq, Classified Senate Representative

Michael Wong, Associated Students of Skyline College Representative

Resources: Belinda Chan, Staff Assistant (Recorder) & Zahra Mojtahedi, PRIE

Documents: survey spreadsheet

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### Action Item(s)

	Topics	Presenters	Time
I.	Approve Agenda	Wong	2 min.
II.	Approve SLOAC/ IE Minutes from January 25, 2016	Wong	2 min.

### Reports/ Discussions

	Topics	Presenters	Time
III.	Review Institutional Student Learning Outcomes and the Sub-Descriptors		
a.	Information Literacy ISLO	Sub-Committee	5 min.

### Action Item(s)

	Topics	Presenters	Time
IV.	Recommend to college leadership that the revised ISLOs be adopted	Wong	10 min.

### Reports/ Discussions

	Topics	Presenters	Time
V.	Community College Survey of Student Engagement (Spring 2016 administration)	Wong	20 min.
a.	How much weight should be assigned to the custom statements listed under "Citizenship"?	Sub- Committee	5 min.
VI.	Review rubric revisions	Sub- Committees	90 min.

### Announcements

	Topics	Presenters	Time
VII.	CCSSE Survey this Spring!	Wong	5 min

Please designate the following Mondays (the 4<sup>th</sup> Mondays of the month), 2- 4, for IE Committee meeting: March 21, and April 25.



## Skyline College Institutional Student Learning Outcomes (Revised in 2015- 2016)

Upon completing an A.A./ A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

CRITICAL THINKING: STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.

Critical thinking includes the ability to:

- support claims with relevant and credible evidence.
- ~~respond to bias; be fair-minded.~~
- develop awareness of and ability to respond to bias.
- apply accurate and logical analysis to achieve desired outcome.

EFFECTIVE COMMUNICATION: STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.

Effective communication includes the ability to:

- ~~comprehend, analyze, and respond appropriately to oral, written, and other sensory information.~~
- analyze and comprehend oral, written, and other sensory information.
- ~~effectively express ideas through speaking and writing.~~
- effectively construct and deliver a message to express ideas through speaking or writing.
- provide appropriate responses to establish shared meaning.
- ~~demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas.~~
- demonstrate appropriate social skills in group settings, being receptive to alternative ideas and feelings (moved from Citizenship ISLO and revised; review the rubric to determine what should be moved)

CITIZENSHIP: STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM THEIR EXPERIENCES AT THIS COLLEGE TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.

Citizenship includes the ability to:

- ~~demonstrate scientific literacy concerning a range of global issues.~~



- Identify and demonstrate an understanding of a range of global issues: scientific, social, economic, political.
- articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.
- be an ethically responsible person. (will need to add this competency to the rubric)
- ~~demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrate~~[e] leadership by motivating others. (moved first part under Effective Communication ISLO)
- demonstrate commitment to active citizenship.

INFORMATION LITERACY: STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS  
CENTRAL TO INFORMATION LITERACY.

Information literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.

LIFELONG WELLNESS: STUDENTS WILL BE ABLE TO DEMONSTRATE AN  
UNDERSTANDING OF LIFELONG WELLNESS THROUGH PHYSICAL FITNESS AND  
PERSONAL DEVELOPMENT.

Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take ~~personal~~ responsibility for identifying ~~personal~~ ~~psycho-social~~ needs, determining resources, and accessing appropriate services for academic success.
- (proposed addition) ~~exhibit a growth mindset, such as seeing effort as a path to mastery, persisting in the face of setbacks, embracing challenges, and learning from constructive criticism.~~
- exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, acknowledging and overcoming challenges, and learning from constructive feedback.



Please sign up for one of the committees below, signing up for an ISLO until all spaces are filled so that approximately the same number of people are working on each ISLO. I will send an information "packet" via e-mail for you to work on your ISLO by our next meeting.

ISLO AND RUBRIC REVIEW	TEAM MEMBERS
CITIZENSHIP	1) Sam Sanchez (continuing with sub-committee but teaching during IE meetings) 2) Lucia Lachmayr 3) Michael Wong 4) Nick Kapp
CRITICAL THINKING	1) Zahra Mojtahedi 2) Clifford Moss 3) Liz Gaudet 4) David Reed
EFFECTIVE COMMUNICATION	1) Steve Aurilio 2) Michael Bishow 3) Nadia Tariq 4) Karen Dimalanta
INFORMATION LITERACY	1) Belinda Chan 2) Jacquie Escobar 3) Lorraine DeMello
LIFELONG WELLNESS	1) Jan Fosberg 2) Sarita Santos (continuing with sub-committee but teaching during IE meetings) 3) Tammy Calderon 4) Evan Leach



Lifelong Wellness ISLO

Hi, Karen -

Jan, Tammy and I have just finished meeting about the Lifelong Wellness ISLO. The proposed changes to ISLO wording for the added bullet regarding growth mindset has already been approved by the IE Committee (changes not yet made on the ISLO website? We see the changes in your minutes - "in green" - but not so on website). Our remaining thoughts include the following:

- We reviewed the AACU Rubric and we did not think that our Lifelong Wellness ISLO aligned clearly with the AACU's Foundations and Skills in Lifelong Learning value rubric. So it would be challenging to revise ours to more closely align with AACU for this ISLO.
- We also researched our sister college's ISLOs and realized that we are 1) ahead of CSM, and 2) have different ISLO's from Canada. And we couldn't find any assessment rubric for Canada to peruse (compare and contrast with ours).
- We looked at Cabrillo College's ISLOs, and learned that theirs aligned more closely with our ISLO's. However, we were unable to locate an assessment rubric to peruse.
- We reviewed the CCCSSE Lifelong Wellness/Growth Mindset/Grit/Resilience proposed additions and decided to remove the following line item: "I know how to change habits of mine that hinder my success." We think that it's poorly worded and is too similar to another line item ("When I have a problem, I take positive action to find a solution").
- Issue to consider: the Growth Mindset assessment item concerning "constructive criticism (feedback)" might be challenging to assess unless dealing with a very small class. It's also not addressed in the CCCSSE?
  - Assessing how students deal with constructive feedback likely requires follow-up that would be challenging for larger classes.

Thanks, Karen! I actually miss meeting with y'all, but meeting with my subcommittee members was loads of fun!

😊 Sarita