



**Minutes of Institutional Effectiveness Committee and Town Hall Meeting
Held on September 25, 2017
Held in Building 6, Room 6-203**

Chairperson:

Karen Wong

Members Present:

Steve Aurilio, Grace Beltran, Tony Brunicardi, John Paul Calavitta, Rika Fabian, Jan Fosberg, Stephen Fredericks, Zaid Ghorri (subbing for Wissem Bennani), Jacque Honda, Jim Houppis, Zaw Min Khant, Melissa Komadina, Evan Leach, Nicole Porter, Ryan Samn (subbing for Christina Trujillo), Erinn Struss, Alina Varona

Guests Present:

Kate Browne, Lisa Cresson, Kim Lim, Amy Preut, Paul Rueckhaus, Maryoum Sandoval, Mary Thomasmeyer, Rhonda Wimmer

Resource:

Belinda Chan (Recorder), Zahra Mojtahedi

GENERAL FUNCTIONS

I. Call to Order/ Introduction

Karen Wong called the regular meeting to order at 2:10 p.m. Due to some new members joining the Committee for the first time, members introduced themselves again.

II. Approval of Agenda

A motion was made by Jan Fosberg and seconded by Zaw Min Khant to approve the September 25, 2017 Agenda as written. Motion carried unanimously.

III. Approval of Minutes

A motion was made by Steve Aurilio and seconded by Rika Fabian to approve the August 28, 2017 Minutes as written. Motion carried unanimously with two abstention votes.

IV. Recommendation to Strategic Planning and Allocation of Resources Committee (SPARC) to adopt District Metrics Goals and Targets

See [Appendix I](#) for District Metrics Goals.

On behalf of Aaron McVean, Interim Vice President of Planning and Research at SMCCCD, Zahra Mojtahedi, Planning and Research Analyst at Skyline College, presented the four - page District Metrics document to the Committee containing metric trends and goals for the District and each of the three colleges.

The Board of Trustees adopted the Strategic Plan in 2015 (see SMCCCD Strategic Plan for details), and recommended that an accompanying set of metrics be developed to help assess the implementation of the District Strategic Plan. The metrics and benchmarks have undergone many iterations in the past year, including the incorporation of input from the Cabinets and PRIE offices from all three colleges. The metrics



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and benchmarks were developed based on full-time first-time student cohorts; however, colleges will continue to monitor the outcomes on the metrics by other criteria (e.g. disaggregation by unit load, race/ethnicity, etc.) and by other metrics, as needed based on institutional priorities

International students were confirmed to be included in the first-time full-time calculation for the metric related to completion within 150% of normal time. It was also acknowledge that, while the course success rate differential metric (measuring the course success rate gap between distance education and face-to-face classes) is relational, course success trend information, by specific modality, will continue to be monitored at the institution level to assess absolute progress.

With no further concerns raised, Erinn Struss made a motion, which was seconded by Alina Varona, to recommend that the Strategic Planning and Allocation of Resources Committee (SPARC) recommend to the College Governance Committee (CGC) that Skyline College adopt the District and Skyline College Metrics and Goals.

REPORTS/ DISCUSSIONS

V. Review Accomplishments and Learn About 2017-2018 Projects

Karen noted ten major accomplishments for 2016/ 17, thanking past members for their diligence and contributions. Nine projects are on the agenda for 2017/18.

Details of 2016/17 accomplishments and 2017/18 projects can be found in Appendix II or [September 25, 2017 Agenda](#).

ANNOUNCEMENTS

VI. SLOAC Assistance: Coaches and Upcoming Oct. 11 Flex Workshops

IEC members were encouraged to announce these resources to their divisions/ areas they represent.

Because few faculty come to SLO and assessment workshops in the CTTL, SLOAC coaches are launching [SLOs on the ROAD](#), in partnership with the Center for Transformative Teaching and Learning (CTTL). SLOAC coaches will work with faculty during their department meetings on any topics related to SLOs and assessment. Interested parties should contact Karen directly.

There are ten SLOAC Coaches available to assist faculty and staff on SLOs, assessments, and TracDat:

Business, Education, Professional Programs: Guillermo Ortiz, Cassidy Ryan, Ronda Wimmer

Counseling/ Student Services: Lorraine DeMello

Language Arts: Lucia Lachmayr, Erinn Struss

Science, Math, and Technologies: Nick Kapp, Adam Windham (after Thanksgiving)

Social Science/ Creative Arts: Tiffany Schmierer, John Skovgaard



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On October 11, 2017, Flex Day, three SLO workshops will be offered by SLOAC coaches. Workshops are designed so that faculty can take them back to back.

8:30 – 9:30 a.m.	Crafting SLOs
9:45 – 10:45 a.m.	Designing Assessment Plans to Strengthen Student Learning
11:00 a.m. – Noon	Analyzing and Acting on Assessment Results

VII. ISLO Mapping Homework

Members are to review the ISLO mapping to course level or program level for the department/ area they represent, and make changes, if necessary. Thoughts on how they mapped will be discussed at the next meeting.

REPORTS/ DISCUSSIONS

VIII. Town Hall (3:03 – 4:00 p.m.)

Prior to the start of Town Hall, members and guests in attendance introduced themselves.

Karen provided background information about the assessment that involved both a direct (applying the rubric) and indirect measure (student self- assessment survey). In addition to referencing information listed on the handout, she elaborated on the types of assignments faculty assigned. For example, psychology and health science students created pamphlets to inform the public, the former about psychological disorders and the latter about the pros and cons of health related propositions on the ballot. Biology students examined emerging infectious diseases and contributing causes, English students in one class researched major problems confronting the Latino community, and political science students debated the merits of the Electoral College. Secondly, not all participating classes took advantage of the library workshops. All students enrolled in the assessed English classes attended two library information literacy workshops since they're integrated into English 100/ 105, whereas a little under half of non-English classes attended only one workshop, typically on evaluating sources.

Attendees, in groups of three, reviewed the data as well as the questions listed on page 15 in [Fall 2016 Information Literacy ISLO Results](#).

Some of the findings shared among the Committee included the following:

- Students identified their own skills in the self- assessment survey as higher than their actual competencies as scored on the rubric. For example, 95% of surveyed students claim that they sometimes/ frequently/ always evaluate their sources, yet as the direct measure revealed, only 67% of student work was scored at proficient or higher with using sources that are relevant, high quality, and credible.
- African American students and students over 50 years old did not perform as strongly as other groups, but the sample sizes are too small to generalize to the overall population. With a larger sample size, Hispanic students seem to be disproportionately impacted.



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- Students' lowest scores on the self- assessment survey pertained to using effective search strategies and making use of the databases to which the College subscribes. The challenge is in reinforcing to students how search skills are important since they can be applied to any source-- particularly digital, and in persuading students to make use of the databases to which the College subscribes.
- A concern was raised if students were counted multiple times in the data due to different courses integrating information literacy. Karen responded that the result would be very few.
- A recommendation was made to disaggregate rubric data by students who attended information literacy workshops compared to those who had not. (This disaggregation was done with the self- assessment survey.)
- Discussion centered around how faculty and staff can support students in acquiring information literacy competencies. The library workshops are one means. They can be enhanced via a flipped classroom, in which generic skills are covered in the online video, and then the workshop can be focused on the specific course assignment. Another area in need of support was on proper citations for the discipline.
- Discussion also centered on course mapping to the Information Literacy ISLO. Does the course SLO actually align? If so, is that expectation made explicit in the course? And are those skill sets actually taught in the courses?

NEXT REGULAR MEETING

The next regular meeting will be held on October 23, 2017 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 4:00 p.m.

Minutes were approved by Members on October 24, 2017.