



**2016 Annual Report  
 REVIEW**

Skyline College  
 3300 College Drive  
 San Bruno, CA 94066

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Aaron McVean
3.	Phone number of person preparing report:	650-738-4454
4.	E-mail of person preparing report:	mcveana@smccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.skylinecollege.edu/accreditation/">http://www.skylinecollege.edu/accreditation/</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.skylinecollege.edu/accreditation/">http://www.skylinecollege.edu/accreditation/</a>
6.	Total unduplicated headcount enrollment:	Fall 2015: 10,455 Fall 2014: 10,664 Fall 2013: 10,815
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	9,956
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,227
9.	Number of courses offered via distance education:	Fall 2015: 73 Fall 2014: 82 Fall 2013: 70
10.	Number of programs which may be completed via distance education:	11
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,774 Fall 2014: 2,544 Fall 2013: 2,420
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	No

## Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	70 %									
14b.	Successful student course completion rate for the fall 2015 semester:	71.9 %									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i></p> <table border="1"> <tbody> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td><b>skipped</b></td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td><b>skipped</b></td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td><b>skipped</b></td> </tr> </tbody> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	<b>skipped</b>	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	<b>skipped</b>	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	<b>skipped</b>
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	<b>skipped</b>									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	<b>skipped</b>									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	<b>skipped</b>									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,024									
16b.	Number of students who received a degree in the 2014-2015 academic year:	607									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	450									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	570									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	624									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Asian Studies Chinese Studies									
19a.	Number of career-technical education (CTE) certificates and degrees:	77									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	6									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2									
	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:										

20.	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Examination</b>	<b>Institution set standard (%)</b>	<b>Pass Rate (%)</b>
	Surgical Technology	51.09	national	70 %	78 %
	Cosmetology	12.04	state	75 %	73 %
	Esthetician	12.04	state	75 %	90 %
	EMT	51.09	national	80 %	85 %
	Respiratory Therapy	51.09	national	80 %	100 %

  

21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:			
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Institution set standard (%)</b>	<b>Job Placement Rate (%)</b>
	Respiratory Theraphy	51.09	70 %	87 %
	Surgical Technology	51.09	80 %	60 %

  

22.	Please list any other institution set standards at your college:		
	<b>Criteria Measured (i.e. persistence, starting salary, etc.)</b>	<b>Definition</b>	<b>Institution set standard</b>

  

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).
-----	---

### Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 792
	b.	Number of college courses with ongoing assessment of learning outcomes 749
		Auto-calculated field: percentage of total: 94.6
25.	Programs	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 44
	b.	Number of college programs with ongoing assessment of learning outcomes 43
		Auto-calculated field: percentage of total: 97.7
	Student and Learning Support Activities	

26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	21
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	21
	Auto-calculated field: percentage of total:		100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	<a href="http://skylinecollege.edu/alur/20152016.php">http://skylinecollege.edu/alur/20152016.php</a> , <a href="http://www.skylinecollege.edu/annualprogramplanning/annualworkplans2015.php">http://www.skylinecollege.edu/annualprogramplanning/annualworkplans2015.php</a> , <a href="http://www.skylinecollege.edu/comprehensiveprogramreview/submissions.php">http://www.skylinecollege.edu/comprehensiveprogramreview/submissions.php</a>	
28.	Number of courses identified as part of the general education (GE) program:	432	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	432	
32.	Number of Institutional Student Learning Outcomes defined:	5	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	95 %	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %	
<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).</p> <p style="text-align: center;">As reported in 2014, the five ILOs are assessed directly and indirectly: directly though applying</p>			

35. a rubric to a course embedded assignment, and indirectly through relevant Community College Survey of Student Engagement items. This report will highlight effective practices for direct measures regarding being meaningful and sustainable. First is professional development: faculty reflect on how their course supports students in mastering the ILO, learn from colleagues about how the ISLO manifests itself and is evaluated in other disciplines, and participate in a norming session to refine their understanding of the criteria. Second is results to inform practices: the data is aggregated and disaggregated demographically for equity efforts, and at the departmental and division level to inform program self-evaluation. Third is sampling: only faculty whose courses map up to the ILOs are invited to participate, for which they receive a stipend. Fourth is assessing at least two levels when possible: for example, the Library Program coordinated the assessment of Information Literacy, collecting information for both program and college evaluation purposes.

**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).

Resilience was added under the Lifelong Wellness ISLO as a result of Basic Skills Initiative professional development related to fostering resilience in students. Though it is reinforced primarily by accelerated English, Math, and Counseling faculty, the hope is that it will become more widespread. Math faculty also adopted resilience as one of their PSLOs. Via course embedded assessment of ISLOs, approximately 20 faculty per ISLO employ relevant parts of the rubric and are encouraged to share it with students. Effective assessment is reinforced via the rubric, which provides a common understanding for faculty and students. Since all ISLOs have been assessed, the Institutional Effectiveness Committee is presently reviewing and revising ISLOs and the rubrics. Reviewing the mapping and assessment results of the Citizenship ISLO revealed 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, such as facilitating community partnerships, and designing effective service learning assignments. Another is to create thematic pathways such as global studies to reinforce the relevancy of courses beyond fulfilling a requirement.

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).

On the website, the college makes available research and SLO results 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. After ISLO assessments, the Institutional Effectiveness Committee, and the Academic and Classified Senates, co-host town halls 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. Via syllabi and rubrics, students understand the competencies they're expected to demonstrate by the end of the semester, how their performance will be evaluated, and what they did well and need to improve on. And faculty are less subjective when evaluating student work. Faculty participating in ISLO assessment workshops are encouraged to reference the relevant ISLOs, PSLOs, and SLOs on their major assignments to foster students' understanding of which competencies the assignments foster. Faculty also were encouraged to include a reflective component to the assignment.

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).

Division and department meetings are partially designated for discussion on assessment

38.	<p>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 assessment 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. For example, The Learning Center followed up their survey with focus groups to explore which services students felt were helpful and why, and what compels them to take advantage of various services. The Learning Center also conducted research stemming from the College's Diversity Framework pertaining to access. They found that African American and Latino males were disproportionately impacted, information which may impact their outreach and programming.</p>
39.	<p>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).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Most compelling is how assessment can lead to robust dialogues pertaining to teaching and learning. Three examples come to mind. Faculty assessing a given ISLO are required to participate in two workshops. The first prompts them 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; it's yielded partnerships, for instance faculty collaborating with Communication Studies faculty about how to foster better teamwork for group projects. ISLO assessment training and results also led to professional development workshops. For example, the Lifelong Wellness ISLO assessment led to workshops on fostering resilience and metacognitive awareness in students. Course level assessment presentations from different disciplines led to thought provoking discussions about how faculty can compel students to take positive risks. Two seemingly different disciplines—Mathematics and the Fine Arts— confronted this same issue. While for Mathematics, it's about being able to persist beyond the confusion or the wrong answer, for the Fine Arts, it's about being willing to experiment to bring their vision to fruition. Only through experience and making mistakes will students be able to deepen their understanding.</p> </div>

### Substantive Change Items

**NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 2 2013-2014: 1 2012-2013: 2
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a

43.

List all of the institutions instructional sites out of state and outside the United States:

n/a

Go To Question #:

There is one question that has not been completed.

---

[ACCJC | Contact Us](#)

© 2010 ACCJC