

Special Report – Baccalaureate Degree





Special Report – Baccalaureate Degree

Respectfully Submitted by:

Skyline College

San Mateo Community College District

3300 College Drive

San Bruno, CA 94066

Submitted to:

Accrediting Commission for Community and Junior Colleges (ACCJC),

Western Association of Schools and Colleges (WASC)

Approved by the San Mateo Community College District Board of Trustees

September 28, 2016

Submitted to the ACCJC

October 1, 2016

Special Report – Certification Page

To: Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges (WASC)

From: Dr. Regina Stanback Stroud, President
Skyline College
3300 College Drive
San Bruno, CA 94066

This Special Report for Skyline College is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission’s requirements in connection with the initiation of the Baccalaureate Program. We certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of Skyline College.

Signed: 

Dave Mandelkern, President, Board of Trustees


Ron Galatolo, Chancellor


Dr. Regina Stanback Stroud, President, Skyline College


Stephen Fredricks, Acting President, Academic Senate


Michele Haggart, President, Classified Senate


Dylan O’Shea, President, Associated Students of Skyline College


Aaron D. McVean, Accreditation Liaison Officer, Interim Vice President, Instruction (VPI)

Table of Contents

Special Report – Certification Page.....	2
Eligibility Requirements	5
I.A. 1 Authority:.....	5
Mission.....	5
Standard I.A.....	5
Standard I.A.2.....	6
Standard I.A.3.....	7
Assuring Academic Quality and Institutional Effectiveness.....	7
Standard I.B.2.....	7
Standard I.B.3.....	9
Standard I.B.7.....	10
Institutional Integrity	11
Standard I.C.1.....	11
Standard I.C.3.....	12
Standard I.C.4.....	13
Instructional Programs.....	14
Standard II.A.1.....	14
Standard II.A.3.....	16
Standard II.A.5.....	17
Standard II.A.6.....	20
Standard II.A.9.....	22
Standard II.A.10.....	23
Standard II.A.11.....	24
Standard II.A.12.....	25
Standard II.A.13.....	27
Standard II.A.14.....	28
Library and Learning Support Services.....	29
Standard II.B.1.....	29
Student Support Services.....	31
Standard II.C.6.....	31
Human Resources	32
Standard III.A.1.....	32

Standard III.A.2.....	33
Standard III.A.7.....	35
Physical Resources	36
Standard III.B.3.....	36
Technology Resources	36
Standard III.C.1.....	36
Financial Resources.....	37
Standard III.D.1	37
Decision-Making Roles and Processes	39
Standard IV.A.4	39
Catalog Requirements.....	40
Commission Policies.....	42
Standards and Performance with Respect to Student Achievement	42
Credits, Program Length, and Tuition	43
Transfer Policies	43
Distance Education and Correspondence Education.....	43
Institutional Disclosure and Advertising and Recruitment Materials	44

Eligibility Requirements

I.A. 1 Authority:

I.A. 1	Authority requires that an institution be authorized or licensed as a post-secondary institution to award degrees. An institution wishing to gain approval for a baccalaureate degree will have to provide evidence of the institution’s authorization to offer the degree, as required by each of the jurisdictions or regions in which it operates.
---------------	--

Descriptive Summary

On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors (BOG) of California's Community Colleges, in consultation with representatives of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. The Board of Governors was charged to develop a process for selection of the pilot programs. Skyline College submitted an application for the Baccalaureate Degree Pilot Program on December 19, 2014 and was announced as one of the 15 successful applicants on January 21, 2015. The Board of Governors (BOG) of the California Community College (CCC) System formally approved the pilot programs on March 17, 2015. Skyline College began offering a baccalaureate program in Respiratory Care in Fall semester of 2016.

Self-Evaluation

The College meets the eligibility requirement.

Evidence

1.1 – CCCCCO Program Approval Letter

(<http://www.skylinecollege.edu/accreditation/assets/archivedreports/baccalaureateprogram/2015BASubChangeLetter-CCCCCO.pdf>)

1.2 – ACCJC Substantive Change Approval Letter – Baccalaureate Program

(<http://www.skylinecollege.edu/accreditation/assets/archivedreports/baccalaureateprogram/2015BASubChangeLetter-ACCJC.pdf>)

Mission

Standard I.A.

IA.1	The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)
-------------	--

Descriptive Summary

The stated mission of Skyline College is:

“To empower and transform a global community of learners.”

Further, the Vision and Values of Skyline College reinforce this mission (referred to as the Mission, Vision, Values; or MVV), as follows:

Vision Statement: “Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, and economic personal fulfillment.”

Values Statement: “Education is the foundation of our civilized democratic society.”

A Baccalaureate Degree program in Respiratory Care is perfectly aligned with the MVV, not only empowering students, but furthering their education toward the fulfillment of their intellectual, cultural, social, and, in particular, economic goals.

The MVV was reviewed by the Institutional Effectiveness Council in the Fall of 2015 as part of the regular process. The Values section was modified to include, among other changes, the addition of the baccalaureate degree as one of the college’s programs supporting Academic Excellence. This change was subsequently approved by the Strategic Planning and Resource Allocation Committee (SPARC) and College Governance Council (CGC), which recommended approval of the change to the President. (Evidence 1.3, 1.4, 1.5, 1.6)

Self-Evaluation

The College meets these standards.

Evidence

1.3 – Skyline College MVV (<http://www.skylinecollege.edu/aboutskyline/mission.php>)

1.4 – IEC Minutes (<http://skylinecollege.edu/iecommittee/assets/agendas/2015-2016/20150928minutes.pdf>)

1.5 – SPARC Minutes (<http://skylinecollege.edu/sparc/assets/agendaminutes/2015-16/20151029sparcminutes.pdf>)

1.6 – CGC Minutes

(<http://www.skylinecollege.edu/collegegovernancecouncil/assets/documents/agendasminutes/cgcapprovedminutes012716.pdf>)

Standard I.A.2

I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
-------	---

Descriptive Summary

Skyline College uses data to determine how effectively it is accomplishing the goals, objectives, and activities designed to accomplish its mission. For example, the Skyline College Balanced Scorecard (BSC) makes use of a set of core indicators that define and measure institutional effectiveness. This effectiveness is viewed from four perspectives, each with a balance of financial and non-financial indicators and measures: Internal Stakeholders, External Stakeholders, Financial and Operational Performance, and Growth and Innovation. The BSC incorporates a balance of lead indicators that identify what the college puts into the system to drive performance, and lag indicators that identify outputs or explanations of institutional performance. These outcomes are reported through a Scorecard that tells how well the College is performing.

The BSC uses benchmarks that were established through a collaborative process of research, analysis and negotiation among the various constituency groups across the college. These benchmarks provide the means for assessing goals and adjusting strategies for meeting these goals designed to accomplish the mission of Skyline College. (Evidence 1.7)

Self-Evaluation

The College meets this standard.

Evidence

1.7 – Skyline College Balanced Scorecard (<http://www.skylinecollege.edu/prie/balancedscorecard.php>)

Standard I.A.3

I.A.3	The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
--------------	--

Descriptive Summary

The programs and services are aligned with the mission of the College through the processes and structure of the Integrated Planning and Resource Allocation process of Skyline College. Guided by the MVV, the College uses its Strategic Plan and Strategic Priorities to direct resource allocation. The component processes of Annual Program Plans (APPs), Annual Leadership and Unit Reviews (ALURs) and Comprehensive Program Review (CPR) are aligned and integrated with resource allocation processes. These include the Staffing Allocation and Prioritization Processes, allocation of Instructional Equipment, and other resource allocations as outlined in the IPRAC Model for Skyline College. (Evidence 1.8)

Self-Evaluation

The College meets this standard.

Evidence

1.8 – IPRAC Model (<http://www.skylinecollege.edu/sparc/assets/agendaminutes/2015-16/20160324sparcappendixiii.pdf>)

Assuring Academic Quality and Institutional Effectiveness

Standard I.B.2

I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
--------------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education.*
- *Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs.*

Descriptive Summary

Skyline College has a continuous, sustainable assessment process for course, program, institutional, and support services student learning outcomes. The assessment process includes identifying student learning outcomes, assessing and reflecting on those outcomes, and implementing changes for improvement as needed. Skyline College has developed its student learning outcome assessment cycle (SLOAC) into a robust process involving every department on campus and has expanded its focus from course-level assessment to program-level and institutional-level assessment across the College, including student support services. The program student learning outcomes (PSLOs) are published in the catalog and online on the program websites. (Evidence 1.9, Evidence 1.10)

The SLOAC Steering Committee developed the SLOAC Framework: An Implementation Guide for the Student Learning Outcomes and Assessment Cycle. The Framework was most recently revised in 2012-2013. Since its inception, the SLOAC Steering Committee has informed the evaluation and improvement of every course and program on campus associated with student learning; its primary elements are course-level assessment, program level assessment, certificate/degree (institutional) assessment, and administrative assessment. College decision making and program improvement is directly informed by Comprehensive Program Review, Annual Program Plans and the annual Administrative Leadership and Unit Review, all of which require inclusion of student learning outcomes data (Evidence 1.11, 1.12, 1.13).

Course-Level Assessment

Upper division courses strongly emphasize the higher levels of learning. They are designed to extend the knowledge and intellectual maturity of students at the baccalaureate level. The courses are intended for students who are capable of analyzing, exploring, questioning, evaluating, and synthesizing knowledge. The courses are built on the prerequisite background of lower division courses and have one or more of the following characteristics:

- They are built on a foundation of prerequisite lower division courses in a discipline or related field of study.
- They synthesize knowledge from several specific areas in a discipline or from related disciplines.
- They are courses designed to integrate knowledge and skills from different areas of a discipline.

Evaluation of student performance at this level stresses such outcomes as the ability to solve problems and to integrate knowledge. The official Course Outline of Record identifies the specific student learning outcomes and methods of evaluation for each course.

Program-Level Assessment

Upon completion of the Baccalaureate Degree requirements, students will be able to:

1. Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach.
2. Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused in Respiratory Care.

Completion of this degree will provide advancement opportunities in positions such as advanced level practitioner, researcher, case manager, supervisor, manager, director, and/or educator. (Evidence 1.14)

Self-Evaluation

The College meets this standard.

Evidence

1.9 – Skyline College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

1.10 – Respiratory Care Baccalaureate Degree Program Learning Outcomes (<http://skylinecollege.edu/respiratorycarebachelors/programlearningoutcomes.php>)

1.11 – Skyline College Comprehensive Program Review (<https://skylinecollege.edu/comprehensiveprogramreview/>)

1.12 – Annual Program Planning (<http://www.skylinecollege.edu/annualprogramplanning/index.php>)

1.13 – Administrative Leadership and Unit Review (<http://skylinecollege.edu/alur/>)

1.14 – Course Outline for RPTH B10 - Advanced Cardiopulmonary Care (http://www.curricunet.com/SMCCCD/reports/course_outline_html.cfm?courses_id=7471)

Standard I.B.3

I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
--------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The Institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program.*
- *Student Achievement standards are separately identified and assessed for baccalaureate programs to distinguish them from associate degree programs.*

Descriptive Summary

Skyline College engages in ongoing, systematic evaluation and integrated planning to establish and assess its institution-set standards for student achievement. Achievement data as well as learning outcomes at the course, program and institutional level— including general education and service units—are systematically evaluated and integrated into planning. Results obtained from this ongoing assessment are integrated in the College’s overall planning and budgeting processes. In keeping with the MVV, Skyline College ensures that, through continuous assessment, student learning is at the center of its key processes and allocation of resources. The college’s planning cycle is described in the Integrated Planning and Participatory Governance for Student Success handbook (Evidence 1.15).

Upper division course and program level student learning outcomes for the Baccalaureate program require students to engage in greater depth of study. Informed by theory, students in the Respiratory Care baccalaureate program apply their knowledge in their coursework and in clinical settings, integrate knowledge and experience gained from earlier studies, and complete assignments that emphasize analysis, evaluation, and synthesis. One of the PSLOs requires students to complete coursework through

a capstone project developed in collaboration with faculty and community members and aligned with student areas of interest. All PSLOs are listed on the Baccalaureate Degree Respiratory Care website.

Skyline College strives to improve outcomes and to make results available to internal and external constituents. In addition to posting the student learning outcomes assessments through program review, the college also sets benchmarks and tracks overall student success through the Skyline College Balanced Scorecard. Results of course, program, and unit assessment are publically available on the PRIE website under the Comprehensive Program Review Data tab and the overall assessment is posted in the Balanced Scorecard (Evidence 1.16, 1.17).

Self-Evaluation

The College meets this standard.

Evidence

1.15 – Integrated Planning and Participatory Governance for Student Success

(<https://skylinecollege.edu/participatorygovernance/assets/documents/handbook.pdf>)

1.16 – Program Data (2011/12 through 2015/16)

(<http://www.skylinecollege.edu/prie/programdata.php>)

1.17 – Balanced Scorecard

(<http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php>)

Standard I.B.7

I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
--------------	---

Descriptive Summary

Skyline College regularly evaluates its policies and practices across all areas of the institution to ensure and improve their effectiveness in supporting the accomplishment of the mission. The evaluation of programs and services is accomplished through an integrated planning process that includes Annual Program Plans (APPs), Comprehensive Program Reviews (CPRs), and Administrative Unit and Leadership Reviews (ALURs). Additionally, the Office of Planning, Research, and Institutional Effectiveness (PRIE) engages in a regular cycle of assessment through the use of standard survey instruments, including the Community College Survey of Student Engagement (CCSSE) and the SENSE Survey, as well as the Skyline College Employee Voice Survey. The CCSSE and SENSE are designed to assess several factors that impact student success and provide essential information to inform programs and services. The Employee Voice Survey is designed to provide regular assessment of internal college processes, including governance, planning and resource allocation, as well as optional topics that are based on current Strategic Priorities, such as Equity and Leadership. (Evidence 1.18, 1.19, 1.20)

The Baccalaureate Program at Skyline College will be included in the regular processes for evaluating programs and services. Additionally, the Baccalaureate Program will be required to participate in a

separate program evaluation that is under development by the California Community Colleges Chancellor's Office (CCCCO).

Self-Evaluation

The College meets this standard.

Evidence

1.18 – PRIE Office website (<http://www.skylinecollege.edu/prie/>)

1.19 – PRIE Office Planning website (<http://www.skylinecollege.edu/prie/planning.php>)

1.20 – PRIE Office Institutional Effectiveness website (<http://www.skylinecollege.edu/prie/institutionaleffectiveness.php>)

Institutional Integrity

Standard I.C.1

I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)
--------------	--

Descriptive Summary

Through many methods, Skyline College assures that clarity, accuracy, and integrity of information is available to students. Updated and published annually in hard copy as well as posted online, the College Catalog contains current information regarding the mission statement, learning outcomes, educational programs, and student support programs. Information concerning individual programs, including where appropriate, the relationship to career opportunities, is also available through each department's website (Evidence 1.21, 1.22).

Faculty members publish course syllabi and distribute to students in every section of courses taught. Faculty may post course syllabi within the college's learning management systems. Each syllabus provides specific course requirements in alignment with the official Course Outline of Record, including course-level student learning outcomes. Course syllabi are regularly reviewed by division deans and department faculty to ensure that required information such as course-level student learning outcomes is included and that each faculty member provides a syllabus for each course (Evidence 1.23 pg. 75-77). Requirements for course syllabi including student learning outcomes are delineated in the Skyline College Faculty Handbook (Evidence 1.23, page 62-69).

Skyline College provides accurate information to students and the public about its accreditation status with all accreditors including ACCJC and other external accrediting bodies relevant to the various instructional and training programs (Evidence 1.24).

The Bachelor of Science in Respiratory Care information is published in the printed and online catalog as well as the Respiratory Care website ensuring clarity, accuracy, and integrity to current and prospective

students. Linked webpages provide program learning outcomes, program and admissions requirements, and student support services supporting baccalaureate cohort students (Evidence 1.21, 1.22).

The College maintains accurate and updated information regarding college and program specific accreditation. Skyline College was awarded reaffirmed accreditation by ACCJC in February 2014. The Associate of Science in Respiratory Care program maintains accreditation yearly with a site visit to occur in 2018.

Self-Evaluation

The College meets this standard.

Evidence

1.21 – Skyline College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

1.22 – Respiratory Care Bachelor’s Degree Website (<http://skylinecollege.edu/respiratorycarebachelors/>)

1.23 – Faculty Handbook (<https://skylinecollege.edu/participatorygovernance/assets/documents/handbook.pdf>)

1.24 – Skyline College Accreditation Website (<http://skylinecollege.edu/accreditation/index.php>)

Standard I.C.3

I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
--------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The assessment results of student learning and student achievement in the baccalaureate programs are used in the communication of academic quality.*

Descriptive Summary

Skyline College is committed to continuous improvement and to informing its internal and external constituencies on matters of quality assurance. The College systematically evaluates its programs and services using a variety of qualitative and quantitative research/assessment methods. These documented assessment results are then used to communicate matters of quality assurance to the appropriate constituencies, including current and prospective students and the public. The baccalaureate program also employs these practices.

Research initiatives to assess the quality of programs and services provided to students and the community are developed and executed at the District and institutional level. Skyline College highly values data-informed decision making and works to ensure that data is available to faculty and staff for planning and to support efforts to increase student learning and success.

Published institutional reports related to the quality of programs and services that are provided to students and other constituencies which are available and posted on the PRIE website, include, but are not limited to, the following:

- Completion of degrees and certificates
- Completion of career and vocational certificates
- Success and retention rates
- Transfer numbers
- Student engagement survey
- Student satisfaction surveys

The outcomes assessment and achievement data, analysis and subsequent action plan proposals are integrated in to regularly scheduled institutional reports that include, but are not limited to:

- Comprehensive Program Review
- Annual Program Plan
- Administrative Leadership and Unit Review

The means by which the College makes public its data and analyzes internally and externally are as follows:

- Skyline College website
- A redesigned PRIE website
- District and College councils and committee agendas and minutes
- Campus wide forums
- Visitations to the community
- Invitation to the community for campus events (e.g., tours of the campus, informational workshops for students and families, orientation for new students, etc.)
- Annual reports of the District and College (e.g., Annual Budget Report) (I.B.50)
- Skyline Shines, a weekly message from the President of Skyline College
- President’s board reports

The College assesses how effectively it communicates information about institutional quality in several ways. Internally, the Employee Voice Survey serves as one instrument to assess 1) whether or not enough data and information is provided to evaluate the quality of institutional programs and services, and 2) whether or not individuals feel they have adequate opportunities to engage in conversations regarding institutional quality (e.g. through participation on College committees). Externally, Skyline College engages the community in many different ways. One example is the Community Needs Assessment survey. Data was gathered regarding both the quality of institutional programs and services as well as the awareness levels of them by community members (Evidence 1.25).

Self-Evaluation

The College meets this standard.

Evidence

1.25 – Planning, Research and Institutional Effectiveness Website (<http://skylinecollege.edu/prie/>)

Standard I.C.4

I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
--------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.*

Descriptive Summary

The institution describes its certificates and degrees in purpose, content, course requirements, and expected learning outcomes. Information is published in the printed and online catalog and program website (Evidence 1.26, 1.27, 1.28).

Specifically, for the Bachelor in Science in Respiratory Care, purpose, content, course requirements, and program level learning outcomes are clearly stated in the catalog, program website, and student handbook. Course level student learning outcomes are identified in the course outline of record and to each course syllabus when the course is offered (Evidence 1.29, 1.30).

Self-Evaluation

The College meets this standard.

Evidence

1.26 – Skyline College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

1.27 – Skyline College Respiratory Care Bachelor’s Degree Website (<http://skylinecollege.edu/respiratorycarebachelors/>)

1.28 – Skyline College Respiratory Care Associate Degree Website (<http://skylinecollege.edu/respiratorycare/>)

1.29 – Course Outline for RPTH B10 - Advanced Cardiopulmonary Care (http://www.curricunet.com/SMCCCD/reports/course_outline_html.cfm?courses_id=7471)

1.30 – Example Course Syllabus (http://www.skylinecollege.edu/accreditation/assets/documents/bacc_report/RPTH_B10_Syllabus.pdf)

Instructional Programs

Standard II.A.1

II.A.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)
---------------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The baccalaureate degree field of study aligns with the institutional mission.*
- *Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.*

Descriptive Summary

The Skyline College Mission-Vision-Values (MVV) Statement clearly articulates the College’s educational purposes, the students it serves, and its commitment to student learning and student success (MVV webpage). Integrated with the mission statement are the College’s vision and values statements—all combined to create one comprehensive statement of purpose, vision and values that guides direction and decision making. The statement provides a representation of the College, shapes institutional planning and acting, and leads directly to the College goals. The College directly links the MVV with the data-informed Balanced Scorecard, the College goals and priorities, and planning.

Instructional programs and fields of study align directly to the institutional MVV and articulated college goals:

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.
2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication and participatory governance.
3. Fulfill the college's role as a leading academic and cultural center for the community.
4. Provide human, physical, technological and financial resources to ensure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.
5. Recruit, retain and support a world-class faculty, staff and administration that is committed to ongoing improvement through access to opportunities for professional growth and advancement.
6. Play a central role in the preparation of the region's workforce and expand networks and partnerships with businesses, the community and non-profit organizations.
7. Establish and maintain fiscal stability and alignment of programs and services to the core Mission - Vision - Values of the college.
8. Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

The Bachelor in Science in Respiratory Care and its field of study clearly aligns with the mission of the college “to empower and transform a global community of learners.” Moreover the degree directly addresses the following college goals 1, 3, 5, and 6 stated above. The degree provides academic preparation opportunity leading to career advancement for Associate in Science in Respiratory Care graduates. (Evidence 2.1)

Self-Evaluation

The College meets this standard.

Evidence

2.1 – Skyline College MVV website (<http://www.skylinecollege.edu/aboutskyline/mission.php>)

Standard II.A.3

II.A.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.
--------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.*

Descriptive Summary

Skyline College has well-established procedures to identify learning outcomes for, approve, administer, deliver and evaluate courses, programs, certificates and degrees. This same procedure also applies to baccalaureate programs.

The curriculum review and approval process occurs in clearly documented, identifiable stages. Faculty members with subject matter expertise develop curriculum and work with their dean and Curriculum Committee representatives to prepare the materials for committee review. The review process ensures that student learning outcomes are appropriately identified, that the new curricula reflect the College’s MVV, and that the quality, currency, delivery and rigor of the course are appropriate. A well-developed website contains the handbook and resources supporting all aspects of curriculum development and review. Faculty enter new or modified curriculum into the CurricUNET website for review by the dean and technical review by a subcommittee composed of representatives with expertise in student learning outcomes, Title 5 regulations, matriculation requirements, prerequisites policies, degree requirements, distance education, library needs and matriculation requirements. The technical review subcommittee reviews the curriculum, makes comments, and follows up with faculty members to assist them in preparation for review by the dean and the Curriculum Committee discussion. The faculty member who developed the curriculum then presents it to the Curriculum Committee where questions are addressed and the items are approved with a vote by the committee members. The approved course outline is then posted in CurricUNET as part of the College’s curriculum inventory. All curricula are approved by the Board of Trustees and are submitted to the California Community College System office for approval and entry into the System’s curriculum inventory (Evidence 2.2, 2.3, 2.4).

The College utilizes a Comprehensive Program Review and Annual Program Plan process as a primary way for evaluating programs and courses. To assure the quality of programs, faculty members undertake a comprehensive self-study of their program every six years. Comprehensive Program Review occurs on a six-year cycle with Annual Program Plans taking place yearly between the review cycles. In addition to reviewing and updating course outlines, faculty analyze and reflect on course and program student learning outcomes results as well as data provided by the PRIE office. They then write and present their findings to the Curriculum Committee, the IPC and the College Governance Council. The responsibilities for each of these reviews are highlighted in the Comprehensive Program Review (Evidence 2.5, 2.6)

In between the six-year Comprehensive Program Reviews, each program undergoes an Annual Program Plan. Among other data, programs analyze and reflect on the current year’s course student learning outcomes results since all courses are expected to be assessed within a three-year cycle. These yearly reports provide a longitudinal basis for the six year reviews. The goal of these self-studies is to enable each program to improve its level of performance and its contribution to overall institutional effectiveness by identifying its strengths and needs. The process is ongoing and cyclical in nature, not linear, prompting in some cases the redesign or addition of courses in a given program, which are then assessed and evaluated in the next cycle. All Course Outlines of Record have student learning outcomes and undergo assessment on a regular three-year cycle. PSLOs are identified for degree and certificate bearing instructional programs. In every class section, students receive a course syllabus that includes learning outcomes from the official course outlines of record. As articulated in the Faculty Handbook, faculty are advised to include SLOs, among other items; the example illustrates this practice (Evidence 2.7, 2.8, 2.9, pp. 69- 77).

Self-Evaluation

The College meets this standard.

Evidence

2.2 – Skyline College Curriculum Committee (<http://www.skylinecollege.edu/curriculumcommittee/>)

2.3 – Skyline College CurricUNET (<http://www.curricunet.com/SMCCCD/>)

2.4 – CCCCO Curriculum Inventory (<http://cccco.curricunet.com/>)

2.5 – Comprehensive Program Review Schedule

(<http://skylinecollege.edu/comprehensiveprogramreview/assets/documents/programreviewschedule.pdf>)

2.6 – Annual Program Planning Website

(<http://www.skylinecollege.edu/annualprogramplanning/index.php>)

2.7 – Comprehensive Program Review Website –

(<http://skylinecollege.edu/comprehensiveprogramreview/>)

2.8 – Deep Three Year Assessment Plans

(<http://skylinecollege.edu/sloac/deptthreeyearassessmentplans.php>)

2.9 – Faculty Handbook (<http://skylinecollege.edu/aboutskyline/facultyhandbook.php>)

Standard II.A.5

II.A.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)
---------------	---

Descriptive Summary

Skyline College degrees and programs at both the Associate and Baccalaureate degree levels are in alignment with practices in higher education. High-quality instruction is delivered to students with appropriate breadth, depth and rigor specific to each discipline. Faculty members, as discipline experts, are vital to the delivery of high-quality instruction. Skyline College demonstrates high-quality instruction through the following processes:

- Hiring, evaluation, and retention of qualified faculty.
- Verification of course rigor through curricular approval and regular program review.
- Ongoing assessment and analysis of institutional, program, and course student learning outcomes.
- Review of course and program integrity and effectiveness through annual planning and program review processes.

The Curriculum Committee is responsible for ensuring that all courses and programs meet Title 5 requirements of the California Code of Regulations, the California Education Code, as well as requirements set forth by the CCCC and ACCJC. The Curriculum Committee approves new programs; degrees and certificates; approves the recommended general education requirements; coordinates with the District Curriculum Committee; and provides college-wide curriculum direction. The Curriculum Committee also maintains these requirements and quality through the Comprehensive Program Review. The Office of Instruction provides updates on Title 5 regulations, CCCC regulations, and legal opinions to Curriculum Committee members. These members receive regular training on Title 5 regulations and rely on guidance provided by the Curriculum Committee Handbook (Evidence 2.10).

Skyline College also maintains a rigorous course and program approval process following the guidelines established in the CCCC's Program and Course Approval Handbook. The Skyline College Curriculum Committee Handbook and *Guidelines for Writing the Course Outline of Record (COR)* provides guidelines on creating quality courses and programs. To assure that courses have the appropriate depth, breadth, rigor and sequencing, each course and program are required to submit forms and an official Course Outline of Record which:

- Identify if the courses are part of a program of study
- Recommend transfer and general education intentions
- Describe the need for or change of a course or program
- Identify all courses objectives and student learning outcomes
- Provide a detailed outline of the course content that shows explicit alignment with the course-level student learning outcomes
- Align course student learning outcomes with PSLOs
- Identify the prerequisites, co-requisites and/or recommended preparation
- Explain teaching methods
- Provide information regarding distance education delivery, if applicable
- Provide assignment examples that align with the course-level student learning outcomes
- Identify current level-appropriate materials, such as textbooks
- Identify resources needed by the College to support the course, such as library holdings
- Incorporate critical thinking and academic rigor, especially in the SLOs, course content, instructional methods, assignments, and evaluation methods

Through the curriculum processes the Curriculum Committee, comprised of faculty, administrators, classified staff, and students, reviews these requirements to ensure course quality and thoroughness.

At Skyline College, all Associate and Baccalaureate degree programs include focused study in at least one area of inquiry or established interdisciplinary core. The requirements for the Skyline College degrees are published in the College Catalog. These requirements include completion of:

1. A minimum of 60 units in prescribed courses for an Associate degree and 120 units in prescribed courses for a Baccalaureate degree;
2. A minimum of 50 percent of the units required for the major must be completed at Skyline College for an Associate degree;
3. A minimum of 50 percent of the upper division units required for the major must be completed at Skyline College for a Baccalaureate degree;
4. A grade point average of 2.0 or better in all College courses;
5. Major curriculum approved by the Skyline College Curriculum Committee of at least:
 - a. 18 units lower division coursework for the Associate degree
 - b. 40 units upper division coursework for the Bachelor degree;
6. Completion of general education requirements:
 - a. 19 units in alignment with CSU and Title 5 general education requirements for an Associate degree
 - b. 37 UC (IGETC) or 39 CSU and Title 5 general education requirements for a Baccalaureate degree

The Bachelor of Science in Respiratory Care program allows current students and recent graduates a pathway to complete a four-year degree without having to transfer. The program also enables licensed Respiratory Care Practitioners (RCP) to return for degree completion.

Skyline College currently offers a well-established Associate's degree program in Respiratory Care that is externally accredited by the Committee on Accreditation for Respiratory Care (CoARC). Lower division coursework requires 48.5 major units and a minimum of 19 units of general education in alignment with CSU G.E. requirements. Most graduates of CoARC accredited Associate Degree Respiratory Care programs have completed 30 or more CSU and UC general education pattern requirements (Evidence 2.10, 2.11).

The Bachelor of Science in Respiratory Care was developed by discipline faculty with input from the Respiratory Care Advisory Committee, industry employers, and region practitioners. A minimum of 26.5 units of upper division major course work builds upon the lower division major course work. The degree also includes a minimum of 15 units of upper division general education courses in alignment with California State University guidelines. Courses require students to engage in greater depth of study and focus on theory and methods with greater specialization within discipline areas, integrate knowledge and experience gained from earlier studies, and complete assignment that emphasize synthesis and critical thinking. As mentioned previously, students complete coursework through a capstone project developed in collaboration with faculty and community members and aligned with student areas of interest (Evidence 2.12).

Skyline College's Curriculum Committee, a subcommittee of the Academic Senate, researched other accredited four year universities and developed guidelines and requirements for upper division coursework. These guidelines and requirements, once approved were utilized in development of

curriculum for the Bachelor of Science in Respiratory Care. Consultation from the Academic Senate Curriculum Committee was provided throughout the process of development to final approval (Evidence 2.13).

Students entering the Associate of Science in Respiratory Care program complete the program within two years once accepted. The Bachelor of Science in Respiratory Care program is a degree completion program. Eligible students enter as juniors and must have completed a CoARC accredited Respiratory Care program equivalent to an Associate of Science in Respiratory Care and a minimum of 30 units of the CSU or UC general education pattern. The degree completion program is delivered in 7 terms and completed within two years (Evidence 2.14).

Self-Evaluation

The College meets this standard.

Evidence

2.10 – Curriculum Handbook

(<http://www.skylinecollege.edu/curriculumcommittee/assets/documents/CurriculumHandbook.pdf>)

2.11 – Skyline College Catalog (<http://www.skylinecollege.edu/catalogschedule/>)

2.12– Respiratory Care Baccalaureate Degree Program Outline

(http://www.curricUNET.com/SMCCCD/reports/program_report.cfm?programs_id=963)

2.13– Common Characteristics of Upper Division Courses

(<http://www.skylinecollege.edu/curriculumcommittee/assets/resources/Common%20Characteristics%20of%20Upper%20Division%20Courses.pdf>)

2.14 – Tentative Calendar of Respiratory Care Baccalaureate Degree Course offerings

(<http://skylinecollege.edu/respiratorycarebachelors/assets/documents/BSRCPCalendar1618.pdf>)

Standard II.A.6

II.A.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)
---------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.*

Descriptive Summary

Course scheduling at Skyline College is planned to ensure that offerings are available for students to meet degree requirements in an appropriate time. Enrollment management is used at the division- and instruction-office level to ensure that an adequate number of course sections are offered to meet both day and evening student needs. The Annual Program Plan and Comprehensive Program Review also ask program faculty to review curriculum offerings for sequencing and adequate offerings to meet degree and/or certificate requirements (Evidence 2.15, 2.16).

The Bachelor in Science in Respiratory Care courses are scheduled in a pattern that allows students to complete their degree through cohort modeled instruction, over 7 terms, and in two academic years (22 months). The following upper division core courses are required of all students to receive the Bachelor in Science in Respiratory Care. Students are admitted as a cohort, in junior status, and complete courses in a sequenced pattern.

1st Year – Term 1:

RPTH B10	Advanced Cardiopulmonary Care	3 units
RPTH B20	Advanced Respiratory Case Management	3 units

1st Year – Term 2:

RPTH B30	Principles of Health Education	3 units
COMM B10	Health Communication	3 units

1st Year – Term 3:

RPTH B40	Health Care Research Design and Methodology	3 units
PHIL B10	Medical Ethics	3 units

1st Year – Term 4:

RPTH B50	Respiratory Care Leadership and Management I	3 units
SOSC B10	Public Health Policy	3 units

2nd Year – Term 5:

RPTH B52	Respiratory Care Leadership and Management II	3 units
COUN B10	Multicultural Human Relations	3 units

2nd Year – Term 6:

RPTH B15	Sleep Medicine and Respiratory Care	3 units
SOCI B10	Intersectionality and Citizenship	3 units

2nd Year – Term 7:

RPTH B60	Advanced Neonatal/Pediatric Respiratory Care	3 units
RPTH B90	Respiratory Care Capstone Project	2.5 units

Some students may be deficient up to 9 units of lower division coursework when they enter in junior status. The college schedules these courses as general offerings allowing students to meet requirements every semester (Evidence 2.17).

Self-Evaluation

This College meets this standard.

Evidence

2.15 – Annual Program Plan Website

(<http://www.skylinecollege.edu/annualprogramplanning/index.php>)

2.16 – Comprehensive Program Review Website

(<http://skylinecollege.edu/comprehensiveprogramreview/>)

2.17 – Tentative Calendar of Respiratory Care Baccalaureate Degree Course offerings

(<http://skylinecollege.edu/respiratorycarebachelors/assets/documents/BSRCPCalendar1618.pdf>)

Standard II.A.9

II.A.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)
---------------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *Baccalaureate Degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses.*

Descriptive Summary

Every course at Skyline College has a Course Outline of Record, which contains specific standards for awarding credit based on content, objectives and student learning outcomes. Units awarded for courses reflect the hours indicated on the Course Outline of Record. The Course Outline of Record also states the student learning outcomes (Evidence 2.18). Units are based on generally accepted norms or equivalencies in higher education for semester-based institutions. Course Outlines of Record are initiated by faculty and approved by the Curriculum Committee. Course Outlines of Record are updated as course modifications are made or every six years during Comprehensive Program Review. Faculty publish evaluative processes, grading criteria, and course student learning outcomes on the course syllabus which is distributed to each enrolled student. Course credit, degrees and certificates are awarded based on student attainment of learning outcomes.

The Bachelor of Science in Respiratory Care assesses student learning outcomes for its courses, program, and institutional learning outcomes. Course and degree award is based on student attainment of these learning outcomes based on institutional policies stated in the College catalog. These policies fully conform to the regulations of Title 5 of the California Education Code and the CCCC's Curriculum Standards Handbook.

Course and program level student learning outcomes for upper division coursework require students to engage in greater depth of study and focus on theory and methods with greater specialization within discipline areas, integrate knowledge and experience gained from earlier studies, and complete assignments that emphasize synthesis and critical thinking. These outcome measures are aligned with learning outcome standards at accredited four year institutions.

The grading policies and criteria for awarding credit for courses are published in the Skyline College Catalog. The catalog describes the College's grading system, credit by examination, policies on prerequisites, and other requirements. Units of credit are awarded consistent with norms in higher

education. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses. Skyline College awards academic credit based on the Carnegie standard unit, in accordance with the California Community Colleges Chancellor’s Office requirements under California Code of Regulations and Title 5. The College ensures consistency with these policies through institutional review by the Educational Policy Committee, Curriculum Committee, and the Office of Instruction (Evidence 2.19).

Self-Evaluation

The College meets this standard.

Evidence

2.18 – Course Outline for RPTH B10 - Advanced Cardiopulmonary Care

(http://www.curricunet.com/SMCCCD/reports/course_outline_html.cfm?courses_id=7471)

2.19 – College Catalog (<http://www.skylinecollege.edu/catalogschedule/>)

Standard II.A.10

II.A.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)
----------------	--

Descriptive Summary

Skyline College through the San Mateo County Community College District (SMCCCD) provides a policy and process to facilitate acceptance of transfer credits to fulfill degree requirements in alignment of college learning outcomes. Transcript Evaluation Service (TES) and Degree Works™ work together to provide SMCCCD students, counselors, and Admissions and Records Offices with an evaluation process for coursework completed outside the SMCCCD to apply to SMCCCD certificates, associate degrees, bachelor’s degree, CSU GE certification and IGETC certification. (Evidence 2.20, 2.21)

Students with external coursework submit official transcripts from previous schools to the Admissions and Records Office of their home campus (Cañada College, College of San Mateo or Skyline College). The transcript evaluation is then requested *by the student* through their WebSMART account. The evaluation will post to Degree Works™ and serves as the official response from the district.

Students requesting the service must:

- Be currently enrolled in a class in a San Mateo County Community College District college
- Must have previously completed 6 units in the SMCCCD, or are currently enrolled in 6 units or, have a combination of previously completed and current enrollment that adds to at least 6 units
- Submit all official transcripts to the Admissions and Records Office of student’s home institution
- Plan to complete a certificate, associate degree, bachelor’s degree, CSU GE certification or IGETC certification within the SMCCCD
- Update student information on WebSMART with current and accurate educational goal

Students who have completed all their coursework within the SMCCCD do not need TES services. The transcript evaluation and credit process appropriately function to assist students with credit transfer certifying that the expected learning outcomes for transferred courses align to the learning outcomes of our own courses. A specific counselor has been assigned to oversee this process for evaluation for the baccalaureate program at Skyline College (Evidence 2.22).

Self-Evaluation

The College meets this standard.

Evidence

2.20 – Skyline College Transcript Evaluation website
<http://skylinecollege.edu/catalog/grades/transcripts.php>

2.21 – SMCCCD Transcript Evaluation Process (<http://smccd.edu/transeval/>)

2.22 – Respiratory Care website (<http://skylinecollege.edu/respiratorycarebachelors/contact.php>)

Standard II.A.11

II.A.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.
----------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *Student learning outcomes in baccalaureate programs are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.*

Descriptive Summary

Skyline College’s general education curriculum leads students to develop skills that enable them to be productive individuals and lifelong learners. Students develop skills in oral and written communication, information competency, quantitative competency, analytic inquiry, ethical reasoning, the ability to engage diverse perspectives, and the ability to acquire knowledge through the general education and degree requirements. The College ensures that students develop these skills through the identified and assessed student learning outcomes at the general education course and program levels as well as through the requirement of completing courses in the five defined general education areas: Effective Communication, Critical Thinking, Citizenship, Information Literacy, and Lifelong Wellness.

Each general education and baccalaureate course has their learning outcomes mapped to the general education learning outcomes. This mapping allows the College to ensure coverage of PSLOs through the distribution of courses. Additionally, the five required general education areas ensure concentrated work in general education skills areas. Oral and written communication and critical analysis requirements are addressed primarily through the six units in Area A: English Language and Critical Thinking. Quantitative competency requirements are addressed by requiring four units in the Area B: Scientific Inquiry. The ability to acquire knowledge through a variety of means is addressed through the breadth of the 19-unit General Education Program requirements.

Course and program level student learning outcomes for upper division coursework require students to engage in greater depth of study such as completing a capstone project. Informed by theory, students in the Respiratory Care baccalaureate program apply their knowledge in their coursework and in clinical settings, integrate knowledge and experience gained from earlier studies, and complete assignment that emphasize analysis, evaluation, and synthesis. These outcome measures are aligned with learning outcome standards at accredited four year institutions (Evidence 2.20).

Assessment of general education pertains to essential knowledge, skills, and values students need to succeed as lifelong learners. This assessment takes place at both the course and institutional level. At the course level, faculty collaborate on assessment methods, determine success criteria (i.e. performance standards) for course learning outcomes, and analyze the results to make decisions about how to improve student success in general education courses. If the assessment process finds that improvements are needed, programs use the Annual Program Plan and Comprehensive Program Review processes to request the resources needed to make those improvements. Action plans with timelines ensure that resources are allocated properly and changes made in a timely manner (Evidence 2.21, 2.22).

Self-Evaluation

The College meets this standard.

Evidence

2.20 – Common Characteristics of Upper Division Courses

(<http://www.skylinecollege.edu/curriculumcommittee/assets/resources/Common%20Characterisitcs%20of%20Upper%20Division%20Courses.pdf>)

2.21 – Annual Program Planning Directions and Forms

(<http://skylinecollege.edu/annualprogramplanning/directionsandforms.php>)

2.22 – Skyline College Comprehensive Program Review

(<http://skylinecollege.edu/comprehensiveprogramreview/>)

Standard II.A.12

II.A.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)
----------------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *At least 36 semester units or equivalent of lower and upper division general education is required, including at least 9 semester units or equivalent of upper division general education coursework.*
- *At least 9 semester units or equivalent of upper division general education coursework is required.*
- *The general education requirements are integrated and distributed to both lower division and upper division courses.*

The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.

Descriptive Summary

The Respiratory Care Associate and Baccalaureate degree programs' general education components are clearly stated in catalog. Lower division and upper division general education coursework are in alignment with California State University General Education (CSU-GE) and University of California (IGETC) Breadth requirements for the Bachelor in Science in Respiratory Care.

Skyline College requires a component of general education in all degrees, including career and technical degrees, as is reflected in Board Policy 6.10, Philosophy and Criteria for Associate Degrees and General Education. The General Education Handbook provides information regarding the General Education philosophy and area definitions for accepting courses into the general education program. The faculty has carefully considered its philosophy regarding general education as well as a process for review of all courses seeking inclusion in the general education curriculum. Under the leadership of the Curriculum Committee, the general education philosophy was developed and is clearly stated in the College Catalog (Evidence 2.23, 2.24).

Skyline College faculty have identified general education learning outcomes which mirror the institutional level student learning outcomes and are incorporated into course outlines for all general education courses. General education learning outcomes include critical thinking, effective communication, citizenship, information literacy, and lifelong wellness (Evidence 2.25).

The Bachelor in Science in Respiratory Care requires completion of 120 semester units and includes 45 semester units of general education course work in alignment with the California State University General Education (CSU-GE) Breadth requirements and 75 major semester units in Respiratory Care.

To be eligible to enter in junior status, students must have completed the following:

- Lower division major coursework (or equivalent) to Skyline College CoARC accredited Associate of Science (AS) Degree in Respiratory Care: (48.5 units)
 - Coursework completed at another educational institution is evaluated for equivalency
- General Education Requirements lower division semester unit pattern (30 units)
 - Area A – English Language Communication and Critical Thinking
 - Area B – Scientific Inquiry and Quantitative Reasoning
 - Area C – Arts and Humanities

- Area D – Social Sciences
- Area E – Lifelong Learning

Students entering through cohort model instruction and in junior status complete the following:

- Upper division Major Coursework in Respiratory Care (26.5 units):
 - Advanced Cardiopulmonary Respiratory Care (3 units)
 - Sleep Medicine and Respiratory Care (3 units)
 - Advanced Respiratory Case Management (3 units)
 - Principals of Health Education (3 units)
 - Health Care Research Design and Methodology (3 units)
 - Respiratory Care Leadership and Management I (3 units)
 - Respiratory Care Leadership and Management II (3 units)
 - Advanced Neonatal/Pediatric Respiratory Care (3 units)
 - Respiratory Care Capstone Project (2.5 units)
- Upper Division General Education (15 units):
 - Medical Ethics (3 units)
 - Public Health Policy (3 units)
 - Communication in Health Care (3 units)
 - Multicultural Human Relations (3 units)
 - Intersectionality and Citizenship (3 units)

Self-Evaluation

The college meets this standard.

Evidence

2.23 – Board Policy 6.10 (https://smccd-public.sharepoint.com/BoardPoliciesandProcedures/6_10.pdf)

2.24 – Skyline College Catalog

(http://www.skylinecollege.edu/catalogschedule/assets/documents/catalogs/16-17/SkylineCollege_Catalog_2016-17.pdf)

2.25 – General Education Handbook

(<http://www.skylinecollege.edu/curriculumcommittee/assets/documents/General%20Education.pdf>)

Standard II.A.13

II.A.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.
----------------	--

Descriptive Summary

All degree programs at Skyline College provide students with an introduction to broad areas of study in the general education courses and include focused study in at least one area of inquiry or in an established interdisciplinary core. The Bachelor of Science in Respiratory Care has been developed in

alignment with these requirements and identifies student learning outcomes and competencies in alignment with upper division coursework expectations. The requirements for the Skyline College degrees are published in the College Catalog. These requirements include completion of:

1. A minimum of 60 units in prescribed courses for an Associate degree and 120 units in prescribed courses for a Baccalaureate degree;
2. A minimum of 50 percent of the units required for the major must be completed at Skyline College for an Associate degree;
3. A minimum of 50 percent of the upper division units required for the major must be completed at Skyline College for a Baccalaureate degree;
4. A grade point average of 2.0 or better in all College courses;
5. Major curriculum approved by the Skyline College Curriculum Committee of at least:
 - a. 18 units lower division coursework for the Associate degree
 - b. 40 units upper division coursework for the Bachelor degree;
6. Completion of general education requirements:
 - a. 19 units in alignment with CSU and Title 5 general education requirements for an Associate degree
 - b. 37 UC (IGETC) or 39 CSU and Title 5 general education requirements for a Baccalaureate degree

In addition to required general education, students are required to complete at least one area of focused study or interdisciplinary core. The requirements are clearly posted in the College Catalog and on the College website (Evidence 2.26).

Self-Evaluation

The College meets this standard.

Evidence

2.26 – Skyline College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

Standard II.A.14

II.A.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
----------------	--

Descriptive Summary

Career and technical education programs at Skyline College have a competency-based curriculum that includes student learning outcomes and PSLOs. Faculty measure and evaluate the student learning outcomes and PSLOs by convening program meetings, advisory committee meetings, and documenting evidence in TracDat. All curriculum in the career and technical programs are submitted by program faculty to the Curriculum Committee for review and approval. Additionally, all career and technical programs complete Annual Program Plans and undergo Comprehensive Program Review allowing faculty to ensure program currency.

All career and technical programs including Respiratory Care have active advisory committees that give regular input to the program faculty that helps keep the curriculum current to industry needs. The advisory committees assist the programs by providing information and ideas that inform the program effectiveness. Subjects include job opportunities, facilities and program equipment, course content, instructional and learning experiences, and promoting education. The ability to demonstrate the technical and professional competency required by a licensing or certifying agency is stated in all course outlines as an expected student learning outcome. Certificates are awarded upon successful evaluation by written tests and practical demonstration of these abilities.

Curriculum is structured to prepare students for licensure or certification testing in their chosen field. Each vocational program follows the prescribed standards of instruction and course content required by the appropriate certification/licensing board and/or accrediting agency. The respective advisory committees play an important role in ensuring these standards are met.

Licensure in the state of California for Respiratory Care requires an Associate degree and successful completion of credentialing exam administered by the National Board for Respiratory Care (NBRC). Curriculum content and competencies are influenced by metrics set by the Committee on Accreditation for Respiratory Care (CoARC). Students entering the baccalaureate degree program will have completed a CoARC accredited Associate degree program meeting thresholds for certification and licensure in the state of California. While external accreditation is not required for the Bachelor of Science in Respiratory Care, student learning outcomes and competencies have been established based on advisory committee, employer, and professional organization input (Evidence 2.27).

Self-Evaluation

The College meets this standard.

Evidence

2.27 – Respiratory Care CTE Program Advisory Committees Website
(<http://www.skylinecollege.edu/respiratorycare/accreditation.php>)

Library and Learning Support Services

Standard II.B.1

II.B.1	The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
---------------	---

Descriptive Summary

Through both robust library services and student learning support programs, Skyline College supports the quality of its instructional programs. The College ensures that learning support services are available to students regardless of location or means of delivery and that these services are sufficient in quantity, currency, depth and variety. The Library and the Learning Center, along with discipline specific support centers, provide students with accessible, high-quality support.

Skyline College librarians, faculty, and staff select and maintain a variety of current and authoritative materials that compliment and support every academic and vocational program offered at the College. In addition to supporting all instructional programs, the library's resources and services also support the College's intellectual, aesthetic, and cultural activities. The library houses over 50,000 titles, hosts a robust online database collection and has access to over 100,000 e-book titles. Selection of library resources is informed by the learning needs of students and in consultation with disciplinary faculty (Evidence 2.28).

There are several avenues through which the College assesses the effectiveness of the library's collection to ensure that it is of sufficient quantity, quality, depth and variety. The primary method of evaluating the collection is through the ongoing collection development activities of Skyline College librarians. Collection development is a continuous and systematic effort to ensure that the library offers current, authoritative books, journals, and databases that support and enhance the curriculum and meet the learning needs of students. This process involves selecting new materials by consulting bibliographies, literature reviews, publishers' catalogs, and reputable book review sources; discarding out-of-date materials; and staying abreast of current research trends in the academic disciplines taught on this campus.

All activities related to selecting, managing, and discarding library materials are guided by the Skyline College Library Collection Development Policy. This document is a guide for all those involved in decisions regarding the collection so that coordination and consistency in materials management is developed and maintained. A part-time librarian with a health sciences subject specialty has been hired to assist with a systematic evaluation of current holdings, provide recommendations for new titles and resources, and provide information literacy instruction for the Baccalaureate Degree in Respiratory Care (BSRC) program. (Evidence 2.29)

The Library is staffed to assist students, including both onsite and distance learners, in the use of College resources. The Library has a wide area network of 84 computers available for public use. Thirty-eight computers are in the library's computer classroom and are used for information literacy workshops. The remaining 46 are in the main reading room and are available for daily use. In addition to accessing the Internet, these computers also offer Microsoft Office. For those with laptop and tablet computers, the library offers wireless Internet access and wireless printing. Full descriptions of library services, information literacy instruction, study spaces, equipment, and technology are available on its website.

In Spring 2016, BSRC program faculty and staff met with the Library to discuss support for the Baccalaureate Degree in Respiratory Care (BSRC) program. Additional library resources were added to support the BSRC program including:

- Dedicated library subscriptions to health science journals including new electronic subscriptions to *American Journal of Respiratory and Critical Care Medicine (AJRCCM)*, *The Lancet*, *Chest*, *Heart & Lung*.
- Dedicated information literacy and research support from health sciences librarian.
- BSRC textbooks were made available to students through Library faculty reserves
- Dedicated support for learning management system, Canvas, support for BSRC students
- New technology was added for students in the Library including PC laptops, high-resolution scanner

The Learning Center provides learning skills courses, workshops and tutoring for a wide array of Skyline College classes, including online classes, with individualized or group tutoring available in drop-in or scheduled appointments. Tutoring is available for a variety of subjects relevant to the BSRC program including writing, reading, math, sciences, and social sciences. Dedicated tutors for the BSRC program were added in the Learning Center and Allied Health Lab. Full descriptions of services, tutoring and workshop schedules are available in the center and on its website (Evidence 2.30).

Self-Evaluation

The College meets the standard.

Evidence

2.28 – Skyline College Library Website (<http://skylinecollege.edu/library/>)

2.29 - Online research guide by Librarian, Kelly Kline (<http://guides.skylinecollege.edu/respiratorycare/>)

2.30 - Skyline College Learning Center Website (<http://www.skylinecollege.edu/learningcenter>)

Student Support Services

Standard II.C.6

II.C.6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.
---------------	--

Descriptive Summary

The Admissions policies for the Skyline College Respiratory Care Program are clearly stated wherein selection to the Bachelors of Science in Respiratory Care program is based on criteria approved by the Skyline College Administration and consistent with state regulations as specified on the application instructions. Qualifications of students for acceptance or those eligible to apply are:

1. Students currently enrolled in the Associate in Science in Respiratory Care program at Skyline College and intend to continue to Bachelors of Science in Respiratory Care program or

2. New graduates from other programs who have completed an accredited Respiratory Care program equivalent to an Associate in Science in Respiratory Care and are California licensure eligible or
3. Respiratory Care Practitioners who have completed an accredited Respiratory Care program equivalent to an Associate in Science in Respiratory Care and are California licensure eligible and completed minimum 30 units of the CSU General Education pattern.

Once admitted to the program, students complete seven terms, which include 41.5 units of upper division coursework. Upon completion of the 41.5 upper division units, students are awarded the Bachelors of Science degree in Respiratory Care. Students have access to Respiratory Care dedicated counseling services to ensure students are clear regarding courses in their pathway and on track to completion (Evidence 2.31).

Current and future students who desire to complete the Bachelors of Science in Respiratory Care program are provided clear and current pathways to complete this degree as well as transfer. Each student in the program undergoes a comprehensive initial evaluation whereby all lower division coursework from any previous institution attended is reviewed. In accordance with existing policy, courses are accepted from any regionally accredited college/university/program. The coursework is applied to the California State University General Education pattern (CSU GE) or Intersegmental General Education Transfer Curriculum (IGETC for CSU) pattern to establish program eligibility. Students must complete a minimum of 30 of 39 units of the CSU GE pattern to be eligible for the program. Students who are deficient in completion of the pattern are notified early of any outstanding areas, as to give students the opportunity to complete courses in a timely manner and finish the program on time. In addition, students receive a comprehensive education plan which outlines term-by-term the required courses for the program and may also be submitted to access financial aid.

Self-Evaluation

The College meets the standard.

Evidence

2.31 – Respiratory Care Baccalaureate Degree Website
[\(http://skylinecollege.edu/respiratorycarebachelors/\)](http://skylinecollege.edu/respiratorycarebachelors/)

Human Resources

Standard III.A.1

III.A.1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.
----------------	---

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position.*

Descriptive Summary

Skyline College adheres to Board Policies and Procedures and the District Human Resources Department procedures for the hiring of personnel. The criteria, qualifications and procedures are clearly and publicly stated on the SMCCCD Human Resources website. Using the College’s MVV, the College develops job descriptions that accurately reflect position duties, responsibilities, and authority. The College strives to hire the best personnel possible as qualified by appropriate education, training, and experience to provide support for institutional programs and services within the scope of its stated MVV. Faculty, including career and technical program faculty, meet the posted minimum qualifications for the position. Skyline College follows publicized hiring procedures regarding all employee groups. Guidelines regarding selection procedures are clearly described and posted on the District website (Evidence 3.1). These guidelines cover development of the job announcement, selection of the screening committee, development of the assessment plan, the screening of application materials, the screening of candidates, the recommendation of finalists, final interviews, reference checks, and the candidate approval process. Job descriptions have been written and advertised based on college, state, and accreditation requirements (Evidence 3.1).

Self-Evaluation

The College meets this standard.

Evidence

3.1 – San Mateo Community College District Human Resources Website
(<https://smccd.edu/humanresources/>)

Standard III.A.2

III.A.2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)
----------------	--

Specified Baccalaureate Degree Program Evaluation Criteria:

- *The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master’s degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.*

- *In cases where no Master's degree is available for the field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a bachelor's degree in the discipline or closely related discipline, and a Master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure.*

Descriptive Summary

The Respiratory Care program is fully accredited by the Committee on Accreditation for Respiratory Care (CoARC) and employs faculty that meet this accreditation requirement. Respiratory Care Instructional Faculty assigned to this program hold the minimum qualifications to teach within the discipline per Minimum Qualifications for Faculty and Administrators in California Community Colleges as well as regional accreditation minimum qualifications. Faculty also hold industry expertise in the subject matter to which they are assigned. Faculty teaching upper division major and general education courses meets required minimum qualifications and experience. Faculty receive ongoing professional development for effective course and program student learning outcomes.

Skyline College currently employs one full time faculty who holds a Master's degree from an accredited university plus has the required experience in Respiratory Care. The full time faculty member also serves as Program Director for Respiratory Care and Allied health programs. The program also employs several adjunct faculty members who hold a minimum of a Master degree and direct professional experience in courses for which they will be assigned. Each faculty member has unique discipline expertise they bring which synergistically provides a comprehensive, enriching experience to the students in the program. Faculty are identified and assigned to teach courses focused in their area of expertise and are supported by the Program Director to ensure effective teaching and learning in meeting student learning outcomes. Baccalaureate faculty also hold appropriate state licensure, national credentials, and at minimum 4 years of professional experience.

Faculty who teach upper division general education courses hold either a PhD or Master degree and have minimum of 2 years' experience in their respective field (Evidence 3.2).

All baccalaureate faculty are also provided training in effective pedagogy and learning management system use. This is accomplished through Skyline College's Center for Transformative Teaching and Learning (CTTL) department. Coordinated trainings have been offered to support preparation and implementation of the Bachelor in Science in Respiratory Care. Faculty also have access for small group and one-to-one sessions with an instructional designer (Evidence 3.3).

Self-Evaluation

The College meets this standard.

Evidence

3.2 – Full-time Instructor Job Description

(http://www.SkylineCollege.edu/accreditation/assets/documents/bacc_report/Respiratory_Care_FT_Instructor_Job_Description.pdf)

3.3 – Center for Transformative Teaching and Learning (CTTL) Website (<http://skylinecollege.edu/cttl/>)

Standard III.A.7

III.A.7	The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.
---------	---

Descriptive Summary

Skyline College maintains a sufficient number of qualified faculty with full-time responsibility to the institution. Recognizing the importance of maintaining qualified, fulltime faculty and staff, Skyline College remains committed to appropriate staffing to support the College Mission, Vision, Values.

The Respiratory Care Associate Program track, externally accredited by CoARC, employs two full-time faculty and four adjunct faculty who meet minimum qualifications and carry out responsibilities essential to the quality of educational programs and services (Evidence 3.4).

The Respiratory Care Baccalaureate Program track currently employs one full-time faculty who meets minimum qualifications. Additionally, there are six discipline and general education adjunct faculty who are assigned to teach upper division courses focused on their area of expertise.

Through its resource allocation process, the college has approved and is currently in the process of hiring an additional full-time tenure track faculty member who meets minimum qualifications and will support the responsibilities essential to the quality of the educational program and services (Evidence 3.5).

The Respiratory Care Program also has a dedicated Program Services Coordinator to provide student and administrative support.

Skyline College has an ongoing process to ensure sufficient staff to meet the needs of the students and to achieve the MVV and goals of the College. There is sufficient full-time faculty to support the responsibilities essential to the quality of the educational program and services to achieve the institutional mission and purpose. There is adequate classified and administrative staff available to serve the needs of students and faculty.

Self-Evaluation

The College meets this standard.

Evidence

3.4 – Meet the Faculty Page, Respiratory Care

(<http://skylinecollege.edu/respiratorycarebachelors/staff.php>)

3.5 – Full-time Instructor Job Description

(http://www.SkylineCollege.edu/accreditation/assets/documents/bacc_report/Respiratory_Care_FT_Instructor_Job_Description.pdf)

Physical Resources

Standard III.B.3

III.B.3	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
----------------	---

Descriptive Summary

Institutional planning precedes and provides direction for physical resource planning. Skyline College has a robust, integrated planning process that includes reviewing and revising its MVV and institutional goals and priorities on a regular basis. These, in turn, guide institutional planning including the Education Master Plan, Comprehensive Program Review, Annual Program Plans, and Administrative Leadership and Unit Reviews are integral components of the College's integrated planning cycle. These planning documents provide both near- and long-term facilities and equipment requests linked directly with student learning outcomes. It is the institutional planning that provides guidance for physical resource planning (Evidence 3.6).

Skyline College and the District have integrated planning processes that guide institutional planning. These processes, which integrate physical resource planning with institutional planning, allow SMCCCD and Skyline College to systematically assess the effective use of physical resources and use the results of the evaluation as a basis for improvement. The Respiratory Care Program for both its Associate and Baccalaureate programs utilize these processes in supporting its instructional and supportive service needs (Evidence 3.7).

Self-Evaluation

The College meets this standard.

Evidence

3.6 – Planning, Research and Institutional Effectiveness - Planning Website

(<http://skylinecollege.edu/prie/planning.php>)

3.7 – Facilities Master Plan (<https://smccd.edu/facilities/masterplan.php>)

Technology Resources

Standard III.C.1

III.C.1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
----------------	--

Descriptive Summary

Skyline College has extensive technology resources that are used to support student learning programs and services and to improve institutional effectiveness. Up-to-date technology is available to faculty staff and students. Technology planning is integrated with institutional planning at both the College and the District level.

Skyline College utilizes appropriate technology resources to improve institutional effectiveness and to support student learning programs and services. Technology planning is integrated with institutional planning, and is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. In collaboration with the district, the College provides a robust technology infrastructure and technology resources that includes: smart classrooms; 100% campus wireless Internet access coverage; open student computer lab in the Library, program-specific instructional computer labs; Student Services, Career, and Transfer computer labs, and a comprehensive set of both administrative software services and student-enabling software services that support all learners.

The Skyline College Education Master Plan 2013-2019 and Skyline College Technology Plan provide the overarching doctrines for all decisions about technology. The identification of instructional and administrative technology needs and priorities is a collaborative process and is addressed throughout various stages of the integrated planning and budget cycle. District ITS also plays a critical role in identifying campus instructional and administrative needs and trends. The College provides ongoing capacity building and professional development opportunities for faculty and staff (Evidence 3.8, 3.9).

Self-Evaluation

The College meets this standard.

Evidence

3.8 – Technology Advisory Committee Website

(<http://www.skylinecollege.edu/technologyadvisorycommittee/>)

3.9 – Education Master Plan 2013-2019

(<https://www.skylinecollege.edu/prie/assets/documents/educationmasterplan/Skyline%20draft%20of%20EMP%20-%206.13.13%20with%20graphics.pdf>)

Financial Resources

Standard III.D.1

III.D.1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)
---------	---

Descriptive Summary

Skyline College is one of the three colleges in the San Mateo County Community College District (SMCCCD). The district utilizes a resource allocation model to distribute the general unrestricted fund among the sites. For FY 2016-2017, Skyline College has the highest share with a general fund allocation of \$39,325,980. In addition, it receives \$543,518 in unrestricted Prop 30 funds. New funding for categorical programs and grants total approximately \$8,455,854.

SMCCCD gained its community-supported status in 2012-2013 and derives a major portion of its general fund revenues from property taxes and enrollment fees. The property taxes in San Mateo County provide a more stable revenue stream compared to state apportionment. The District's Strategic Goal #4 is to "ensure necessary resources are available to implement the strategic plan through sound fiscal planning and management of allocations." The district's resource allocation model provides adequate funding to develop and strengthen educational offerings, and support programs that increase student access and success.

Beginning in FY 2015-2016, the district earmarked Innovation Fund dollars in the allocation model to carry out strategies in the district Strategic Plan. The Bachelor of Science in Respiratory Care program received ongoing Innovation funds in the amount of \$250,000 to launch the program in Fall 2016. This complements the program funds allocated by the college (estimated at \$308,000), as well as \$350,000 of one-time funds that the State provided as one of the pilots for the Baccalaureate degree. The total ongoing budget for the pilot BS degree program at Skyline College as of Fall 2017 is \$558,830.

The San Mateo County Community College District is fiscally stable. SMCCCD received the highest ratings possible from Standard & Poor's and Moody's Rating Services in 2014. It has earned the very strong support from San Mateo County residents and was the first California community college district to pass the parcel tax. This enabled the Colleges to maintain key courses and vital instructional and support services. In addition, the voters supported passage of three capital outlay bonds that allowed for the renovation and construction of state of the art facilities at the three campuses to create an outstanding learning and teaching environment for students, faculty, staff and the community. The district undergoes external audits annually and, for the past two fiscal years, has not received any management findings.

Financial resources are sufficient to support and sustain the BS degree Respiratory Care Program at Skyline College. The allocation of resources supports the development, maintenance, distribution and enhancement of programs and services. Both the district and the college have a Strategic Plan that ensures that SMCCCD's financial affairs are managed with integrity and in a manner that ensures financial stability.

Self-Evaluation

The College meets this standard.

Evidence

3.10 – SMCCCD Annual Budget Reports (<http://smccd.edu/financialservices/annualbudget.php>)

Decision-Making Roles and Processes

Standard IV.A.4

IV.A.4	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
--------	--

Descriptive Summary

Both the District and Skyline College have established written policies that provide for administrator, faculty, staff and student participation in decision-making processes including school policy, planning, and special-purpose bodies. The policies describe the manner in which individuals are able to bring forward ideas from their constituent groups and participate in dialogue that directs the future of the institution. The District and the Board of Trustees recognize the importance of participatory governance. This is evidenced by the policy that the Board has written to ensure participation of all constituent groups in the decision-making process and to establish the roles of those groups in that process. Board Policy 2.08, District Participatory Governance Process, states that “the Board of Trustees is committed to a participatory governance system which ensures faculty, staff, and students the right to participate effectively in District and College governance and the opportunity to express their opinions at the campus and District levels and to ensure that these opinions are given every reasonable consideration” (Evidence 4.1).

Administration, faculty, staff, and students contribute to the improvement of the College’s practices, programs and services through the participatory governance processes. All constituents are encouraged to contribute through the participatory governance organizations detailed in the Compendium of Committees. These bodies include the Academic Senate, the Classified Senate, the Management Council, and Associated Students of Skyline College (ASSC); as well as campus leadership and multi-constituency planning groups such as the Strategic Planning and Allocation Resource Committee (SPARC), the College Governance Council, and the Institutional Effectiveness Committee (Evidence 4.2).

The Curriculum Committee is a subcommittee of the Academic Senate. The Curriculum Committee Handbook states that “Curriculum is the backbone of Skyline College,” where faculty carry out the responsibility of design, review, and oversight of all new and revised courses including means of delivery and location, new programs, and review of programs and services. Faculty members identify and initiate new programs locally through the curriculum process which requires alignment with College mission, vision, values, goals and evidence that the educational quality of the offerings are consistent with current higher education standards. Distance education offerings go through an additional level of scrutiny in which the faculty provide evidence that the quality, access and integrity of the course offered in this mode will be equal to that of the course offered face-to-face (Evidence 4.3).

Utilizing college policies and procedures, the Baccalaureate Degree program steering committee was established. The committee is comprised of representatives from every major area within the College that is expected to be impacted by the program. Areas included are Instruction, Student Support Services, Library and Learning Support, Facilities, and any other services needed to support the program. Each member of the Steering Committee is tasked with convening their operational areas to identify processes and resources required, implement them to effectively support the program, and make recommendations to appropriate decision-making groups.

Self-Evaluation

The College meets this standard.

Evidence

4.1 – District Policy 2.08 (https://smccd-public.sharepoint.com/BoardPoliciesandProcedures/2_08.pdf)

4.2 – Compendium of Committees

(<http://www.skylinecollege.edu/participatorygovernance/currentcompendium.php>)

4.3 – Curriculum Handbook

(<http://www.skylinecollege.edu/curriculumcommittee/assets/documents/CurriculumHandbook.pdf>)

Catalog Requirements

The institution assures that the Catalog provides the following information about the baccalaureate degree program:

1. General Information
 - Course Program and Degree Offerings
 - Student Learning Outcomes for Programs and Degrees
2. Requirements for
 - Degrees, Certificates, Graduation and Transfer

Bachelor of Science with a major in Respiratory Care:

The Bachelor of Science in Respiratory Care program allows graduates of AS degree Respiratory Care programs and licensed Respiratory Care Practitioners (RCP) a pathway to complete their four-year degree without having to transfer to a four-year college or university. The bachelor degree curriculum provides advanced scope of practice with emphasis on advanced cardiopulmonary pathophysiology, advanced respiratory case management, advanced respiratory neonatal/pediatrics, health education in respiratory care, research methodology, quantitative principles, respiratory care sleep medicine, and respiratory care leadership and management. Increasingly, Respiratory Care Practitioners are taking on responsibilities formerly conducted by physicians, requiring a greater level of critical thinking and analytical skills.

A minimum of 27.5 units of upper division major course work builds upon the lower division major coursework. The degree also includes a minimum of 18 units of upper division general education courses in alignment with California State University guidelines. Students will complete coursework through a capstone project developed in collaboration with faculty and community members that is aligned with

student area of interest. The cost of tuition will be \$130 per unit for upper division coursework, much less than at a four-year institution.

Career Opportunities:

Completion of this degree will provide advancement opportunities in positions such as advanced level practitioner, researcher, case manager, supervisor, manager, director, and/or educator.

Program Student Learning Outcomes:

Upon completion of degree requirements, students will be able to:

- Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach.
- Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused in Respiratory Care.

Admission Procedures and Requirements:

Admission to the Bachelors in Science in Respiratory Care is by special application and can be found on the college website:

<http://skylinecollege.edu/respiratorycarebachelors/>

The program accepts students into the program once a year. Approximately 40 students are admitted to the program per cohort. Selection procedures are based on criteria approved by the Skyline College Administration and consistent with state regulations.

Eligibility to the bachelor's degree program requires the following minimum entrance requirements:

- Students currently enrolled in AS Respiratory Care program at Skyline College and intend to continue to BS Respiratory Care program OR
- New graduates from other programs who have completed an accredited Respiratory Care program equivalent to an AS in Respiratory Care and are California licensure eligible OR
- Respiratory Care Practitioners who have completed an accredited Respiratory Care program equivalent to an AS in Respiratory Care and are California licensure eligible AND
- Complete a minimum 30 units of the CSU General Education pattern prior to program start.

Program Learning Outcomes:

Upon Completion of Degree requirements, students will be able to:

- Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach
- Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused in Respiratory Care

For further information, please visit the program website or contact Dr. Ijaz Ahmed, Director of Respiratory Care and Allied Health at (650) 738-4457 or ahmedi@smccd.edu.

The baccalaureate degree program information is provided in the College catalogue at the link below:

http://www.skylinecollege.edu/catalogschedule/assets/documents/catalogs/16-17/SkylineCollege_Catalog_2016-17.pdf

Course work link:

<http://skylinecollege.edu/respiratorycarebachelors/courses.php>

For degree details:

<http://skylinecollege.edu/respiratorycarebachelors/degrees.php>

Commission Policies

In preparing its ISER, an institution with one or more ACCJC-accredited baccalaureate degrees must, for the evaluation criteria cited in the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies in the categories identified below, specifically address and provide evidence of its practices as to the baccalaureate degree and how those practices meet the criteria.

Standards and Performance with Respect to Student Achievement

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Compliance Statement

Skyline College has defined elements of student achievement across the institution. Through its Balanced Scorecard, the College has defined expected measures of performance. Additionally, the College has adopted the California Community Colleges Chancellor's Office (CCCCO) Institutional Effectiveness Framework of Indicators (IEFI), which includes standards for course completion (Evidence CP.1, CP.2).

The Skyline College Respiratory Care program has further standards for student achievement that include licensure exam pass rates as part of its external accreditation requirements. The baccalaureate degree program sets standards consistent with those of other Skyline College programs for successful course completion, persistence, and degree attainment (Evidence CP.3, CP.4).

Evidence

CP.1 – Institutional Effectiveness Performance Indicators website

(<http://www.skylinecollege.edu/prie/iepi.php>)

CP.2 – Skyline College Balanced Scorecard

(<http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php>)

CP.3 – CoARC Reports (<http://skylinecollege.edu/respiratorycare/accreditation.php>)

CP.4 – Respiratory Care (<http://skylinecollege.edu/respiratorycare/>)

Credits, Program Length, and Tuition

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Compliance Statement

Skyline College publishes information on degree program lengths, and credit hour assignments for classroom based courses, lab classes, distance education courses, and courses that involve clinical practice in the college catalog on appropriate program websites. Clock hour conversion adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. The cost of programs is also published in the catalog and on the website, separately for the baccalaureate degree program (Evidence CP.5, CP.6, CP.7)

This information is maintained by the Skyline College Office of Marketing, Community and Public Relations (MCPR) and Public Information Officer (PIO), and the Office of Instruction in collaboration with all Divisions of the campus and the District Office (Evidence CP.8, CP.9).

Evidence

CP.5 – Fees and Cashier's Office website (<http://www.skylinecollege.edu/fees/feetypes.php>)

CP.6 – College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

CP.7 – Skyline College BS website (<http://skylinecollege.edu/respiratorycarebachelors/degrees.php>)

CP.8 – MCPR Website (<http://www.skylinecollege.edu/mcpr/>)

CP.9 – Office of Instruction (<http://www.skylinecollege.edu/instructionoffice/>)

Transfer Policies

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Compliance Statement

Transfer policies are published in the college catalog on college website. Policies contain information on the criteria for transferring credits to Skyline College. (Evidence CP.10, CP.11, CP.12).

Evidence

CP.10 – College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

CP.11 – Skyline College Transfer Center (<http://www.skylinecollege.edu/transfercenter/>)

CP.12 – SMCCCD Transcript Evaluation (<http://skylinecollege.edu/catalog/grades/transcripts.php>)

Distance Education and Correspondence Education

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Compliance Statement

Skyline College publishes policies and procedures for classifying courses as offered by distance education in its Curriculum Committee Handbook. Courses that exceed 50% of contact hours online are identified as DE courses. Programs that can be completed more than 50% online are submitted through the substantive change process of the ACCJC. The college has a regular and consistent process for ensuring quality in distance education, including regular and substantive interaction with the instruction. The college uses commonly accepted verification protocols to verify the identity of students participating in

distance education. As described in the Technology Master Plan, the technology infrastructure is sufficient to maintain DE offerings. (Evidence CP.13, CP.14, CP.15)

Evidence

CP.13 – Online Learning at Skyline College (<http://www.skylinecollege.edu/onlineeducation/>)

CP.14 – Skyline College DE Substantive Change
(<http://www.skylinecollege.edu/accreditation/archives.php>)

CP.15 – Skyline College Curriculum Handbook
(<http://www.skylinecollege.edu/curriculumcommittee/assets/documents/CurriculumHandbook.pdf>)

Institutional Disclosure and Advertising and Recruitment Materials

Compliance Statement

The Skyline College Office of Marketing, Community and Public Relations (MCPR) and Public Information Officer (PIO) coordinate all marketing and public relations materials. These materials represent Skyline College appropriately. The College publishes information in both its Catalog and on its website. The information maintained by the Office of Instruction in collaboration with all Divisions of the campus and the District Office. Recruitment is conducted under the direction of the Office of Enrollment Service through collaboration with specific programs (Evidence CP.17, CP.18, CP.19, CP.20).

Evidence

CP.16 – MCPR Website (<http://www.skylinecollege.edu/mcpr/>)

CP.17 – Office of Instruction (<http://www.skylinecollege.edu/instructionoffice/>)

CP.18 – College Catalog (<http://www.skylinecollege.edu/catalogschedule/index.php>)

CP.19 – Skyline Collee Outreach (<http://www.skylinecollege.edu/outreach/>)