

May 1, 2017

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

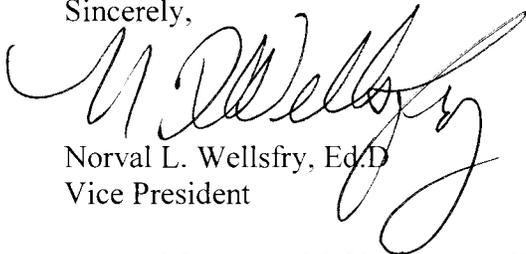
Dear President Stanback Stroud:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met April 21, 2017 to review the Six Month Baccalaureate Program Follow-Up Visiting Team Report for Skyline College. The Final Report from the team is attached.

The College is required to submit a follow-up report by November 1, 2018, after first program cohort has completed the program that demonstrates the assessment of Student Learning Outcomes and Student Achievement data for the baccalaureate program. The other recommendation from the team should also be addressed at that time.

On behalf of the Commission, I wish to express appreciation for the work that the College undertook to develop and implement this baccalaureate degree. If you should have any questions concerning this letter or the Committee action, please don't hesitate to contact me.

Sincerely,



Norval L. Wellsfry, Ed.D
Vice President

cc: Mr. Aaron McVean, Accreditation Liaison Officer

The Report of Substantive Change 6-Month Site Visit for Baccalaureate Degrees

Visitation Date: February 1, 2017

Skyline College

Respiratory Care Baccalaureate Program

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Evaluators:

Team Chair:	Deborah J. Ikeda
Program Content Representative:	Dr. Teri Trede
Baccalaureate Content Representative:	Dr. Teri Trede
ACCJC Representative:	Dr. Norv Wellsfry

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Introduction and Summary of visit

A three-member accreditation team visited Skyline College on February 8, 2017 for the purposes of determining the extent to which the college meets the standards set forth by the accrediting commission for a Baccalaureate Degree Program in Respiratory Care. In preparation for the visit, the team reviewed the report online as well as the evidence associated with each part of the report. This review was done using the *Protocol and Policy on the Accreditation of Baccalaureate Degrees* developed by ACCJC to determine the College's compliance with the standards. In addition, the team met prior to the visit to discuss their initial assessment of the Special Report completed by the College and identify questions and concerns that needed to be raised during the on-site visit.

During the on-site visit, the team interviewed over fifty faculty, staff and administrators associated with the development and implementation of the Respiratory Care Bachelor of Science Program. The team also toured the Respiratory Care facilities including a classroom visitation. The team also interviewed students currently enrolled in the Skyline College Respiratory Care Bachelor of Science Program which is primarily an online program with one face-to-face meeting a week on Saturday's with the classroom instructors. There is a difference of opinion – students saw it as an on-line program. Faculty and administrative staff identified it as a face to face program that is making extensive use of on-line technology – more closely identified as a hybrid program. If the program is an on-line program, it must submit a substantive change application – it was approved for a face to face program – not an on-line program.

The team also reviewed additional documents that had been requested in emails to the College in preparation for the team visit including such items as the old and new Mission Statements, samples of faculty course syllabi, student outcomes learning assessments, faculty contracts and Curriculum Committee Minutes. The team also viewed the College website for the Respiratory Care Bachelor of Science Program and also the general college website.

The Skyline College faculty, staff, students and administrative team were all very enthusiastic and supportive of the new Baccalaureate Program in Respiratory Care. The team is very appreciative of their efforts to provide us with access to any and all information we requested for our site visit. We especially appreciate the time the students took to come in and meet as many of them made a special trip to campus to meet with us.

Team observations

The Team reviewed the Special Report on the Baccalaureate Degree for Respiratory Care using the *Protocol and Policy on the Accreditation of Baccalaureate Degrees* developed by ACCJC to determine the College's compliance with Accreditation Standards and Commission Policies, including the *Policy on Accreditation of Baccalaureate Degrees*. As a result of the review, the team found the College to be in substantial compliance with all applicable Eligibility Requirements, accreditation standards, Commission Policies and USDE regulations with a few exceptions. The Respiratory Care Baccalaureate Program's first cohort is only in the second semester of a four semester program and there was limited outcomes assessment data to review. The team was unable to assess whether those standards that require assessment of such data and is recommending a follow-up report be submitted to the Commission in fall 2018,

subsequent to the completion of the first cohort. The following review standards were applied by the visiting team to the baccalaureate program previously approved through the substantive change process.

Areas of Inquiry

Mission and Authorization:

Eligibility Requirement 1

Accreditation Standards:

I.A.1, I.A.2, I.A.3, I.c.1, II.A.1

Student Learning Outcomes:

I.B.2, I.C.3, I.C.4, II.A.3, II.A.11

Institution Set Standards:

I.B3

Assessment:

I.B.7

Baccalaureate Requirements:

II.A.5, II.A.6, II.A.9, II.,10, II.A.13, II.A.14

General Education:

II.A.12

Support Services/Library:

II.B.1, II.C.6

Infrastructure Support:

III.A.1, III.B.3, III.C.1, III.D.1, IV.A.4

Faculty Qualifications:

III.A.2, III.A.7

The next Comprehensive review of the College will occur in Fall 2019

Elements of the Substantive Change Proposal

Eligibility Requirements and Accreditation Standards

The Eligibility Requirement and Accreditation Standards listed below apply to the institution as a whole and to each baccalaureate program. As appropriate, the list includes criteria indicating how the Standards specifically apply to baccalaureate programs. In addressing the Standards, the institution must also address and provide evidence of its practices for the baccalaureate program-specific evaluation criteria identified below.

Area of Inquiry - #1 - Mission/Authorization

Introduction: The visiting team confirmed that Skyline College has established a clearly defined mission statement that describes the College's commitment to student learning and clearly encompasses the Baccalaureate Degree Program in Respiratory Care.

Eligibility Requirement 1. Authority: *The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Specified Baccalaureate Degree Program Evaluation Criteria:

- 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.

Evidence:

The team reviewed the letter from the California Community Chancellor's Office (CCCCO) approving the college for a baccalaureate degree in Respiratory Therapy and the letter from ACCJC– approving the Substantive Change Proposal to add a baccalaureate degree in Respiratory Therapy.

Findings:

The visiting team confirmed that Skyline College is authorized to operate as an educational institution and is authorized by the State of California to award certificates and degrees including the baccalaureate in Respiratory Care. This is authorized through SB 850 allowing California Community Colleges to offer baccalaureate degrees in 15 pilot California Community Colleges and Skyline College was selected to participate in this program. The Board of Governors (BOG) formally approved the pilot program on March 17, 2015 and Skyline College began offering the baccalaureate program in Respiratory Care in Fall 2016.

Standard I.A. Mission:

Standard I.A.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)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate degrees generally extend beyond previously identified credentials, service areas, and intended student populations. Member institutions may need to make changes within the institutional mission to reflect these differences.
- The baccalaureate degree program must align with the Institutional mission.
- Student demand for the baccalaureate degree should demonstrate its correlation with the institutional mission.

Evidence:

The team reviewed the meeting minutes from the Institutional Effectiveness Council, Strategic Planning and Resource Allocation Committee and the College Governance Council where the college mission, vision and values statement was reviewed. It was determined that the Mission statement aligned with the new baccalaureate degree so no changes were made. However, the values section was modified to add the baccalaureate degree and this change was included in the minutes.

Findings:

The Skyline College mission statement defines its purpose “To empower and transform a global community of learners.” and is listed in various college resources including the catalog and website. In Fall 2015 the Institutional Effectiveness Council reviewed the Mission, Vision and Values as part of the regular cycle of review. Although no change was made to the Mission, the Values section was changed to recognize the addition of the baccalaureate degree. This recommendation was then approved by the Strategic Planning and Resource Allocation Committee (SPARC) and College Governance Council (CGC), which formally recommended approval to the College President.

The College Mission Statement does not specifically identify the baccalaureate degree as a type of degree offered by the College. However it is included in the Values Statement of the College that is related to the Mission. The criteria for the baccalaureate degree note that changes to the Mission Statement may be required to meet this Standard. In this instance the College has not modified its Mission Statement.

Standard 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.*

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

Evidence:

Skyline College uses a Balanced Scorecard (BSC) which has a set of core indicators that define and measure institutional effectiveness. This scorecard uses a colored dashboard of red, yellow and green to indicate measurements of success. The BSC does not list Program Completion as one of the core indicators so it's unclear how they will measure the success of the new baccalaureate program.

The college has a Respiratory Care Website that lists program completions, pass rates on National Exams and job placements for the Associate Degree completers. The outcomes data is excellent and the team would expect that that Bachelor's Degree outcomes data would also be listed on the college program website.

Findings:

The Team found that the College has a method to incorporate a balance of lead indicators to identify what drives performance and also lag indicators to identify outputs related to institutional performance. These achievement outcomes are identified through the Scorecard that indicates how well the college is performing. This is silent regarding Student Learning Outcomes.

Standard 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.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate program is clearly aligned with the institutional mission.
- The institution has included the baccalaureate degree in its decision making and planning processes, and in setting its goals for student learning and achievement.

Evidence:

The team reviewed the college's institutional budget allocation and planning model called the Integrated Planning and Resource Allocation Cycle (IPRAC).

Findings:

The team found that the IPRAC model clearly insures that programs are aligned with the institutional mission. The IPRAC model uses the results of the Annual Program Plan (APP), Annual Leadership and Unit Reviews (ALUR) and Comprehensive Program Review to determine resource allocation. The resources necessary for the Respiratory Care BS Program have been met following recommendations from the IPRAC process according to interviews the team conducted with faculty, staff and students in the program.

Standard 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)

Specified Baccalaureate Degree Program Evaluation Criteria:

- Information related to baccalaureate programs are clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

Evidence:

The team reviewed the catalog, college website, Respiratory Care Program website and samples of Respiratory Care baccalaureate faculty course syllabi. In addition, the team interviewed several program students regarding program information.

Findings:

The team found that the information on the Respiratory Care Program was located in all the appropriate college information resources including websites and catalog. The information presented included mission statement, learning outcomes, description of the Respiratory Care Program and identified support services available to students. The information presented was accurate and clear and we verified this with the students that were interviewed. The Program Learning Outcomes for the Respiratory Care Program were modified from the Associate Degree level.

The College is encourage the continued review of the program learning outcomes to determine if they adequately reflect the program's vision of upper division BS level outcomes once the first cohort of baccalaureate students completes the program

Standard 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.

Evidence:

The team reviewed the College Mission, Vision and Values Statement, the Institutional Effectiveness Council Minutes from Sept. 28, 2015, the Strategic Planning and Resource Allocation Committee Minutes from Oct. 29, 2015 and the College Governance Council Minutes from Jan. 27, 2016. The team also reviewed the website for the Respiratory Care Baccalaureate Program and examined the labor market information presented and also interviewed students.

Findings:

The Team found that the college mission statement clearly aligns with the Student Learning Outcomes and the Program Learning Outcomes. Job Placement information for associate degree graduates on the program website documents 100% placement. Students interviewed indicated that the BS program completion would provide them the opportunities for advancement in their professions.

Area of Inquiry #2 – Student Learning Outcomes

The Respiratory Care Baccalaureate Program is in the second semester of operation, having admitted students in fall 2016. Program and course learning outcomes have been developed and approved by the College Curriculum Committee. There is limited outcomes assessment at this point however, institutional processes are in place to insure course and program assessment of student learning outcomes will take place in the near future.

Standard 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.

Evidence:

Respiratory Care Bachelor's Degree Website; Skyline College Accreditation Website; Comprehensive Program Review, Annual Program Planning, and Administrative Leadership and Unit Review. Sample Course Outlines of Record; Program visit discussions with faculty, curriculum committee members, administrative representatives, students, and advisory committee representative.

Findings:

Although assessment data have not yet been provided for this new program, the college has provided evidence to demonstrate the use of a continuous, sustainable and integrated assessment process for course, program, institutional and support services associated with student learning outcomes college-wide. Program learning outcomes reflect approaches to building advanced knowledge through synthesis, inquiry and the application of critical thinking skills to problem solving. Discussions at visit demonstrated consideration to build upon lower division prerequisites, extending learning to a baccalaureate level through synthesis and evaluation of knowledge from the discipline as well related disciplines.

Standard 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.

Evidence:

The team reviewed the Planning, Research and Institutional Effectiveness Website and interviewed faculty, researchers, administrators and students.

Findings:

Although complete assessment data is not yet provided, the college provides evidence of a systematic plan for evaluation and continuous improvement of its programs and services through a variety of both quantitative and qualitative research and assessment methods. Assessments of quality of programs and services are provided to students and the community, and are readily available on the Planning, Research and Institutional Effectiveness (PRIE) website. A plan is in place to collect data to include, degree/certificate completion rates, success and retention rates, transfer numbers, student engagement and satisfaction, as well as outcomes assessment and achievement data that are regularly integrated into institutional reports and planning.

Standard 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.

Evidence:

The team reviewed College Catalog (online and in print); the Bachelor of Science Respiratory Care website; Skyline College Respiratory Care Associate Degree Website; and Sample Course Outlines of Record.

Findings:

The Skyline College Catalog and the Respiratory Care Bachelor's Degree webpages clearly describe purpose of the program as well as requirements for admissions, prerequisites, and upper division requirements. The program page notes that the program requirements have been expanded with the addition of 6 upper division units in order to align with state and regional accreditation (ACCJC), and professional industry standards. Program learning outcomes are clearly stated on the program website. Course level outcomes are identified in the course outline of record and student learning outcomes are clearly stated on the syllabus.

Standard 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.

Evidence:

The team reviewed the Curriculum Committee website; Curriculum Handbook; Respiratory Care website; Evidence reviewed for I.C.3 with respect to ongoing, rigorous assessment of course and program outcomes; Course Outlines of Record and syllabi contain student learning outcomes as required in the Faculty Handbook.

Findings:

The college has a well-established plan for regular assessment and evaluation of program courses, certificates and degrees. The curriculum review and approval process features clearly identified steps and procedures which involve, among others, faculty subject matter experts, Curriculum Committee members, Deans and administration. All curricula are reviewed to ensure alignment with the College's MVV, and reflect quality, currency, and appropriate rigor. Course Outlines of Record contain student learning outcomes and are assessed on a 3-year cycle. Students receive a syllabus inclusive of student learning outcomes from the official outlines of record. The Baccalaureate program learning objectives target more global, advanced expectations beyond lower division outcomes. The team would encourage the college to continue review of program learning outcomes subsequent to the piloting process to determine if the program goals adequately reflect the program's vision of upper division graduate outcomes.

Standard 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.

Evidence:

The evidence consisted of the team review of evidence for previous standards as well as the sample Course Outlines of Record, course syllabus, and Annual Program Planning Directions; College visitation discussions with college faculty and curriculum committee representatives.

Findings:

SLOs in the baccalaureate-level programs are consistent with generally recognized expectations for higher levels of learning at accredited four year institutions. Sample SLOs include higher order learning, such as "apply and evaluate", "analyze", "design", and "modify" Programs and courses are reviewed systematically to assure rigor and currency. Oral and written communication, critical thinking, and quantitative competency are ensured through the required

general education areas. Course work is informed by theory and students apply their knowledge in clinical settings as well as integrate knowledge and experience gained from prerequisites. The requirement of Capstone projects is in line with an advanced scope of practice and learning standards.

Area of Inquiry #3 – Institutional Set Standards

The College has established Institution Set Standards for the baccalaureate degree program and there is an extensive process in place for institutional assessment of these standards but since the program is in the first year of operation, there is limited assessment data to review at this point.

Standard 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.

Evidence:

The team reviewed the Integrated Planning and Participatory Governance for Student Success Handbook, Program Data from 2011-2016 for the Respiratory Care Program and the Balanced Scorecard. Program faculty were also interviewed to determine how they use the results from the SLO assessments to make program modifications.

Findings:

The team found that the College had established program learning outcomes specifically for the Respiratory Care Baccalaureate Program that required application of the knowledge gained in upper division courses be demonstrated successfully in clinical settings. One of the program student learning outcomes required students to complete a capstone project with their faculty member. The College has an evaluation process that requires an Annual Program Plan, Comprehensive Program Review and Administrative Unit and Leadership Reviews. Student achievement standards and program success rates are listed on the Respiratory Care Website for any interested parties for the associate degree program.

Area of Inquiry #4-Assessment

The College has robust processes in place for the regular assessment of ILO's, PLO's and SLO's but since the Respiratory Care Program is in the second semester of operation, it's too early to have very much data to assess. The processes in place should ensure proper assessment once data is available.

Standard 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.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and resource allocation and management.

Evidence:

Links to a number of the elements in the integrated plan can be found on The Office of Planning, Research, and Institutional Effectiveness (PRIE) website. Examples of Annual Reports and Planning documents linked on the PRIE website; site visit discussions with college and program representative.

Findings:

The College evaluates policies and procedures college-wide on a regular basis to ensure effectiveness and alignment with the mission After review the college did modify the Baccalaureate Degree in Respiratory Care to align with state, regional accreditation (ACCJC), and professional industry standards. As part of this modification, additional upper division units were added to the curriculum based upon industry and educational standards. The Baccalaureate program will be required to participate in a separate evaluation currently in development by the California Community Colleges Chancellor's Office.

Areas of Inquiry #5 – Baccalaureate Requirements – units/upper division

Skyline College requires a minimum of 120 semester units including 45 semester units of general education work in alignment with the California State University General Education pattern (15 units of upper division general education) and 75 units in Respiratory Care (26.5 units of upper division major work combined with 48.5 major units of lower division work). This meets the ACCJC requirement of 120 semester units, with 40 units at the upper division level and 9 units of upper division general education.

Standard 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)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- A Minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education is required.
- The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.

- The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.
- Student expectations, including learning outcomes, assignments and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.
- The program length and delivery mode of instruction are appropriate for the expected level of rigor.

Evidence:

The team reviewed the college catalog and course outlines.

Findings:

The Respiratory Care BS Program requires 41.5 units of upper division credit. The upper division course work includes higher order learning, such as “apply and evaluate”, “analyze”, “design”, and “modify”. Critical thinking and written communication is emphasized in the required upper division general education courses. The Capstone projects are in line with an advanced scope of practice and learning standards.

Standard 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.¹ (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.

Evidence:

The Annual Program Plan and Comprehensive Program Plan; Tentative Calendar of Respiratory Baccalaureate Degree Course Offerings illustrate an efficient path through required course work for students to meet degree requirements in a 2-year period.

Findings:

Provided evidence indicates that the College has a plan to ensure curriculum scheduling and sequencing are aligned with student cohort needs. Enrollment management decisions at the division and instruction-office level help to ensure adequate resources are available to meet

scheduling needs for students' degree requirements in the Baccalaureate Degree in Respiratory Care. Upper division Respiratory Care discipline-specific and upper division electives are sequenced in 2 year cycles. For students needing lower division coursework to meet degree requirements, general education courses are offered every semester. Delivery of required courses has been inconsistent. The structure and organization of the program are still in the process of finalization. Student enrollment patterns have made course scheduling more difficult than anticipated.

Standard 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.

Evidence:

The Skyline College Catalog publishes institutional policies and learning outcomes upon which degree attainment is based. Course Outlines of Record include student learning outcomes, and specific standards for awarding credit.

Findings:

Units of credit included on the Course Outline of Record are based upon generally accepted norms and equivalencies in higher education. Course credit and application to degree requirements are based on student attainment of learning outcomes in line with institutional policies published in the College catalog. Upper division course SLOs reflect integration of theory, greater specialization with discipline areas, analysis, and emphasis on synthesis and critical thinking, all typically expected of upper division students.

Standard 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)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

Evidence:

The College Catalog; The Skyline College Transcript website, SMCCCD Transcript Evaluation Process website, and the Respiratory Care website; site visit discussions with program representatives and students.

Findings:

Through the San Mateo County Community College District (SMCCCD), the college has a policy and process to facilitate acceptance of transfer of credits to fulfill degree requirements in alignment with college learning outcomes. Policy guidelines and steps in the process are clearly spelled out on the websites. Requirements of students requesting to use the Transcript Evaluation Service are clearly listed on the TES website. The transcript evaluation and credit process help to certify that learning outcomes from transferred courses align with learning outcomes of Skyline College's courses. The Respiratory Care webpage lists specific contact information/link to the Program Services Coordinator for assistance.

Standard 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.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree programs include a focused study on one area of inquiry or discipline at the baccalaureate level and include key theories and practices appropriate to the baccalaureate degree level.

Evidence:

Skyline College Catalog

Findings:

College degree programs provide broad based studies through general education courses and include a focused study in an interdisciplinary core. The BS in Respiratory care is aligned with these requirements and includes focused study in upper division course work for the major as well as additional upper division general education requirements. Student learning outcomes for the upper division courses are in line with those expected for higher learning. All requirements are clearly posted in the College catalog as well as on the Respiratory Care BS program pages.

Standard 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*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

Evidence:

Respiratory Care Entry into Practice Annual Report Outcomes as published on the Accreditation and Advisory Committee website, including a letter of commendation from outside discipline accreditor CoARC (Commission on the Accreditation for Respiratory Care) for meeting or exceeding all current thresholds for success.

Findings:

Career and technical programs at Skyline College have competency-based curriculum with relevant student learning outcomes and program student learning outcomes. All curriculum in career and technical programs are approved through the curriculum committee. Advisory committees regularly provide input to assist with aligning curriculum to current industry standards and needs. Curriculum content and competencies for the Respiratory Care programs are influenced by metrics set by the Commission on Accreditation for Respiratory Care (CoARC). Although data provided as evidence is based on associate level outcomes, it speaks to the professional competency achieved by Skyline Graduates in Respiratory Care. Supportive data include, consistent rates above CoARC threshold for CRT exam success and positive placement and lower than threshold attrition rates. A letter of commendation from CoARC for meeting or exceeding all currently set thresholds for success on required outcome measures is also included.

Area of Inquiry #6 – General Education

Skyline College requires 45 semester units of general education work in alignment with the California State University General Education pattern (15 units of upper division general education).

Standard 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.

Evidence:

The 2016/2017 Skyline College Catalog and College website clearly state requirements for degree programs.

Findings:

Lower degree programs provide an introduction to broad areas of study in line with preparing students to meet challenges of the 21st century and in line with the College's philosophy of general education. Lower division coursework is clearly mapped in the College catalog and on the college website. Upper division coursework has been designed to align with the requirements while providing depth of learning and SLOs expected of higher education. General education requirements are integrated into both lower division and upper division courses. Upper division general education courses (15 units) are focused on providing instruction to enhance learning in the Respiratory Care discipline. Examples of such courses include Medical Ethics, Public Health Policy and Multicultural Human Relations.

Area of Inquiry #7 – Support Services/Library

Support and Library services were enhanced to meet the needs of the students providing adequate student support. One counselor was assigned the responsibility of meeting with students interested in the Respiratory Care BS Program. Library hours were extended on Saturday to meet the needs of the Respiratory Care BS Program students.

Standard 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.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning support services to support the baccalaureate program are sufficient to support the quality, currency, rigor and depth of the baccalaureate degree and reflect the unique needs of this program.
- Resource collections are sufficient in regard to the rigor, currency, and depth expected of baccalaureate programs.

Evidence:

Skyline College Library Website, Online Research Guide, and Skyline College Learning Center Website

Findings:

The college provides extensive resources both online and on campus. A wide range of services are available to assist students with learning resources, research, tutoring, and technology assistance/computer usage. Dedicated resources are available for Respiratory Care programs and other health sciences. Students have excellent access to high-quality, evidence-based medical research/resources. The library collection and services are well designed and a process is in place for continuous development and systematic evaluation of library resources and services.

Standard 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 pathways² to complete degrees, certificate and transfer goals. (ER 16)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The prerequisites and other qualifications for the baccalaureate are appropriately communicated and applied to students.
- The advising of students related to the baccalaureate degree appropriately identifies course sequencing and pathways.

Evidence:

The Respiratory Care Bachelor's Degree program website; College catalog and college webpages.

Findings:

Student Entrance Eligibility requirements are clearly indicated on the program website and in the catalog. Admission policies are based on criteria approved by the College Administration and consistent with state regulations as specified on the application instructions. Priority admission is granted to students currently enrolled in the AS in Respiratory Care program at Skyline College who have completed and submitted all application materials and have completed a minimum of 30 units of the CSU General Education pattern. This is noted on the Application, along with notice of a lottery process should more applications be received than space allows, but is not contained on the program website landing page. The program page contains a link to the application page and a BS Degree timeline illustrating sequencing for degree attainment. The Special Report narrative notes that once in the program, students receive a comprehensive education plan that outlines specific requirements term-by-term to degree completion.

² Glossary- Pathways: The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.

Area of Inquiry #8 – Infrastructure Support

Human, Physical, Technological and Fiscal resources are adequate to meet the needs of the new Respiratory Care BS Program. Technological support services were added to assist the faculty in developing online courses for the Respiratory Care BS Program. Technology assistants were trained to assist students with accessing Canvas. Library orientations and Canvas orientations were held specifically to meet student needs. Program faculty meet the minimum qualifications to teach in the program. The College has a sustainable plan to meet the fiscal needs of the Respiratory Care BS Program,

HUMAN RESOURCES

Standard 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.

Evidence:

The team reviewed the Sam Mateo Community College Human Resources (HR) Website for the job description of a faculty member teaching in the BA Respiratory Care Program.

Findings:

The HR website listed a job description for a faculty member teaching in the Respiratory Care Baccalaureate Program. The job description clearly reflected the duties and responsibilities for a faculty member and also included the minimum qualifications required to apply. The criteria and procedures for selection were clearly delineated on the HR website. The program has gone through two hiring cycles and has been unable to hire a full time faculty member for the program. The position has been authorized by the College but has not been hired. The faculty currently teaching in the associate degree program do not meet the requirements for the baccalaureate level courses.

The following requirements were listed as minimum qualifications to teach in the BA Respiratory Care Program:

- Master's degree from an accredited college or university plus two years of respiratory care experience OR a Bachelor's degree from an accredited college or university plus a minimum of six years of respiratory care experience AND two years of clinical or accredited respiratory care

program teaching experience OR the equivalent (see below)

- Eligible for licensure with the California Respiratory Care Board
- Registered Respiratory Therapist with the National Board for Respiratory Care for a minimum of four years
- Membership in state and national Respiratory Care professional organizations
- Resident of California at time of employment
- Demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students, faculty, and staff

PHYSICAL RESOURCES

Standard 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.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis.

Evidence:

The team reviewed the Planning, Research and Institutional Effectiveness Planning Website, Facilities Master Plan and the College's integrated planning cycle; toured the classrooms; interviewed faculty, administrators and students.

Findings:

The integrated planning process for the college includes a review of the Annual Program Plans, Comprehensive Program Reviews, and the Administrative Leadership and Unit Reviews. This planning process provides for both the near-and long-term facilities and equipment resources needed for programs and are directly tied to student learning outcomes. The team tour of the facilities identified adequate resources to support the program. The interviews with program faculty and students indicated resource needs for the program were identified in the planning process and were provided to the program. Funding has been allocated for the development of a "Sim Lab" for the program. This technology based facility will enhance the delivery of the program.

TECHNOLOGY RESOURCES

Standard 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.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Technology services, support, facilities, hardware and software utilized by the baccalaureate program are appropriate and adequate for the program.

Evidence:

The team reviewed the Technology Advisory Committee Website; the Education Master Plan and interviewed staff, program faculty and students.

Findings:

The team reviewed the College Technology Plan from 2012 – 2015 and the Technology Addendum Plan for 2015. Both plans document a thorough technology resource planning process that includes all college constituencies. Faculty indicated the training on Canvas was exemplary allowing them to place their courses online with great assistance from the Canvas training coordinator. Students indicated they were provided with an orientation to Canvas and had assistance available when needed. Modifications were made to the Banner, the administrative computing system to meet the needs of the new Baccalaureate Program.

FINANCIAL RESOURCES

Standard 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)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The financial resources allocated to the baccalaureate program are sufficient to support and sustain program student learning and effectiveness.
- Financial resources allocated to the baccalaureate program ensure the financial stability of the program.

Evidence:

The team reviewed the San Mateo Annual Budget Report; IPRAC Minutes; Interviews with program faculty and college administrators.

Findings:

The District has a resource allocation model to distribute general unrestricted funds among the sites. Skyline College received the largest allocation among the colleges in the District. The college received \$250,000 of ongoing innovation funds from the District for the Respiratory Care

Baccalaureate Program in Fall 2016. This was added to the approximate \$308,000 currently spent on the associate degree Respiratory Care Program. In addition, the state provided one-time funds of \$350,000 to pilot the program. The total ongoing budget for the pilot Baccalaureate Respiratory Care Program is \$558,830. There are sufficient fiscal resources to sustain the program.

Governance

Standard 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.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

Evidence:

The team reviewed the District Policy regarding the District Participatory Governance Process, the Compendium of Committees Handbook, the Curriculum Handbook, and Curriculum Committee minutes approving the Baccalaureate Degree Curriculum, interviewed members of the curriculum committee and interviewed Respiratory Care Program Faculty and Administrators.

Findings:

The team interviewed the curriculum committee faculty, program faculty and program administrators and determined the process in place to approve all curriculum were followed for establishing the Respiratory Care Program curriculum. The Baccalaureate Degree Program Steering Committee was established and included representatives from every major area of the College that would be impacted by the new program. Each committee representative was responsible for insuring adequate resources were available in their area to support the new program. The Respiratory Care Curriculum was developed with wide input from the professional community and developed by appropriate program faculty. The curriculum committee approved the program curriculum for the new baccalaureate degree.

Area of Inquiry #9 – Faculty Qualifications

Faculty qualifications for the Respiratory Care BS Program are both appropriate and adequate to meet the minimum qualifications to teach in the program. Job descriptions reflect the appropriate qualifications.

Standard 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, and 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.
- The Commission may require some faculty in non-career technical education baccalaureate programs to have the recognized terminal degree in the field of study.

Evidence:

Full-Time Instructor Job Description; Center for Transformative Teaching and Learning website(CTTL); Meet the Staff link from the program webpage; Special Report Narrative.

Findings:

The Special Report narrative indicates that the program faculty meet CoARC accreditation standards for Respiratory Program Accreditation. Current faculty in didactic positions in the Baccalaureate program have a minimum of a Master's Degree from an accredited college or university plus 2 years of respiratory care experience. Special report narrative indicates that all adjunct faculty hold a minimum of Master's degrees and direct professional experience in the subject areas which they will teach. At this time, there is no faculty roster for the program provided, but the job description sets a Master's degree as the minimum requirement for future faculty. It would be helpful to provide an example job description for adjunct faculty as well.

Standard 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.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- There is at least one full-time faculty member assigned to the baccalaureate program.

Evidence:

Meet the Faculty (webpage); Full-time Instructor Job Description; Special Report Narrative

Findings:

There is currently one full-time faculty that meets minimum requirements for the position assigned to the baccalaureate program. Additionally, The Special Report narratives indicates that 6 discipline and general education adjunct faculty are assigned to teach upper division courses

the subject areas of their expertise. The program has a part-time director and a dedicated Program Services Coordinator to provide student and administrative support. The college has allocated sufficient funds to hire an additional full-time, tenure track faculty member who meets minimum qualifications for the Baccalaureate Respiratory Program. At present a full time faculty member has not been hired for this program. The full time requirement is met through the position of the program director who is assigned 50% to the program.

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

Evidence:

Skyline College Online Catalog and Program Website

Findings:

The Team found that the required information and requirements for the Respiratory Care BS degree were contained in the college catalog.

Conclusions:

The baccalaureate program in Respiratory Care at Skyline College meets this accreditation standard.

RECOMMENDATIONS AND FOLLOWUP

It is recommended that Skyline College submit a follow-up report in the Fall of 2018 that demonstrates that it has fully addressed the recommendations noted below.

The team recommends that College Mission Statement be revised to identify the type of degrees offered by the College, including the baccalaureate degree. (Standard I.A.1)

The team recommends that, subsequent to the completion of an entire program cohort, the College demonstrate the assessment of Student Learning Outcomes and Student Achievement data in relation to the upper division coursework and the baccalaureate program as identified in this report. (I.B.2, I.B.3, I.C.3, and II.A.3)