



Substantive Change Report

Distance Education

Submitted by:

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Accrediting Commission for Community and Junior Colleges
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NARRATIVE

A. DESCRIPTION OF PROPOSED CHANGE AND RATIONALE

Description of Proposed Change

Central to the mission of Skyline College is our commitment to expanding access to quality higher education programs and providing learners with the resources and skills needed for successful completion of their degree and certificate programs. One mode of instruction that supports the College in meeting this goal is Distance Education (DE). Since the College last addressed this issue in our 2013 Distance Education Substantive Change request (http://www.skylinecollege.edu/accreditation/assets/documents/DE%20Sub%20Change%20Report%20Total_022613.pdf) we have continued to identify student needs for distance education options and developed additional online courses that meet those needs. The proposed substantive change in the instructional mode of delivery addresses all new and modified programs and certificates at Skyline College taught through distance education since the approval of our 2013 Distance Education Substantive Change request.

Over the past three years, several new degree and certificate programs have been approved in which students can earn more than 50% of their units through Distance Education. In addition, one new certificate program was approved in which students can earn 100% of their units through Distance Education. Furthermore, the approval of some general education and program courses for Distance Education delivery moved several existing programs into the 50% or greater category or moved select programs from greater than 50% to 100% available online.

As a result, 6 new associate degrees for transfer and 5 new certificate programs now meet 50% or more of the requirements online, and 1 new certificate program meets 100% of the requirements online. One existing associate degree for transfer and 4 existing certificate programs now meet 50% or more of the requirements online. Five existing associate degrees for transfer and 5 existing certificate programs now meet 100% of the requirements online. The 27 new/existing programs at Skyline College that have been modified related to distance education since the approval of the 2013 Distance Education Substantive Change request are listed in the tables below.

New & Existing Associate Degrees for Transfer (AA/AS/AA-T/AS-T) Available 50% or more

Program	New or existing	Availability Online
Anthropology (AA-T)	New	50% or more
Elementary Teacher Education (AA-T)	New	50% or more
Energy Efficiency (AS)	New	50% or more
Entrepreneurship and Small Business Management in Energy Systems Technology (AS)	New	50% or more
Solar Technology and Business (AS)	New	50% or more
Spanish (AA-T)	New	50% or more
Legal Secretary (AS)	Existing	50% or more

New & Existing Associate Degrees for Transfer (AA/AS/AA-T/AS-T) Available 100% online

Program	New or existing	Availability Online
Business Administration (AS-T)	Existing	100% online
Office Management (AS)	Existing	100% online
Interdisciplinary Studies – Organizational Structures - Skyline Track (AA)	Existing	100% online
Interdisciplinary Studies – Letters & Science - Skyline Track (AA)	Existing	100% online
Interdisciplinary Studies – Social & Natural Sciences - Skyline College Track (AA)	Existing	100% online

New & Existing Certificates Available 50% or more

Program	New or existing	Availability Online
Entrepreneurship & Small Business Management	New	50% or more
Warehousing & Logistics	New	50% or more
Foundations in Early Childhood Education	New	50% or more
Individual Tax Preparer	New	50% or more
Medical Office Receptionist	New	50% or more
Early Childhood Education	Existing	50% or more
Early Childhood: Special Education	Existing	50% or more
Journalism	Existing	50% or more
Legal Secretary	Existing	50% or more

New & Existing Certificates Available 100% online

Program	New or existing	Availability Online
Fundamentals in Early Childhood Education	New	100% online
Business Administration	Existing	100% online
Accounting Computer Specialist	Existing	100% online
Computer Information Specialist	Existing	100% online
General Supervision	Existing	100% online
Paralegal, Legal Assistant	Existing	100% online

Relationship to Institutional Mission

Skyline College is deeply committed to supporting student learning and degree completion. In June, 2012, the College concluded an extensive and inclusive re-visioning process that more clearly articulated our educational purposes and values, our commitment to the students that we serve, and our support for student achievement (Skyline College Educational Master Plan 2013-2019:<http://www.skylinecollege.edu/prie/assets/june2013documents/Skyline%20draft%20of%20EMP%20-%206.13.13%20with%20graphics.pdf>). The interrelationship between these components is best captured and expressed through a comprehensive Mission-Vision-Values Statement.

The continuing growth of quality distance education programs for increased student access and degree/ certificate completion is clearly related to our institutional mission-vision-values: by embracing and implementing Skyline College’s vision and mission to inspire, empower, and transform a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment; and through the College’s values of open access, student success, academic excellence, participatory governance, sustainability, and a (virtual and embodied) campus climate characterized by a “students first” philosophy.

The Mission-Vision-Values Statement for Skyline College can be found on the website: <http://www.skylinecollege.edu/aboutskyline/mission.php>.

Rationale for Change

Skyline College is committed to supporting effective student learning and student success in achieving their educational goals. Over the past three years, the faculty has continued to expand curriculum development to include online delivery methods, while students have embraced the expanded choice in the delivery method of courses. Expanding distance learning enables students to tailor their educational schedules to their individual needs and learning styles. This flexibility supports students in completing their educational goals in a timely manner. The growth in opportunities for learning through distance education at Skyline College is consistent with our commitment to serving as a comprehensive, responsive, and student-centered community college.

B. DESCRIPTION OF EDUCATIONAL PROGRAMS OFFERED

In fall 2015, the College reviewed the additional courses approved through the curriculum committee for delivery through distance education and analyzed newly approved degrees and certificates. This review revealed that there were additional programs where 50% or more or 100% of the units could potentially be completed through distance education. New AA-T degrees in Anthropology, Elementary Teacher Education, and Spanish along with AS degrees in Energy Efficiency, Entrepreneurship and Small Business Management in Energy Systems Technology, and Solar Technology and Business were approved and students are able to earn 50% or more of the required units through distance education. The existing AS degree in Legal Secretary is now available 50% or more through distanced education. In addition, the existing AS-T degree in Business Administration, AS degree in Office Management, and AA degrees in Interdisciplinary Studies – Organizational Structures, Interdisciplinary Studies – Letters & Sciences, and Interdisciplinary Studies – Social & Natural Sciences are now available 100% through distance education.

Through a combination of new and existing program courses being approved for Distance Education delivery, new certificates in Entrepreneurship & Small Business Management, Warehousing & Logistics, Foundations in Early Childhood Education, Individual Tax Preparer, and Medical Office Receptionist are available 50% or more through distance education. In addition, the new certificate program in Fundamentals in Early Childhood Education is available 100% online. The approval of existing courses for distance education resulted in several existing certificates being available 50% or more through distance education. These are certificates in Early Childhood Education, Early Childhood: Special Education, Journalism, and Legal Secretary. In addition several existing certificates are now available 100% online. These are certificates in Business Administration, General Supervision, Accounting Computer Specialist, Computer Information Specialist, and Paralegal, Legal Assistant.

Educational Purposes of the Change

The primary educational purpose of the proposed change in the instructional mode of delivery is to continue to grow the availability of programs, certificates, and degrees (including transfer degrees) that are available to distance learners, in order to increase access and support student success in the completion of their educational goals.

Each new educational development or modification is guided by ongoing collegial dialogue focused on the improvement of student learning and institutional processes. Discussions are informed by indicators of student success, including data on student learning outcomes. These dialogues begin at the department or division level and continue through processes for annual program planning, participatory governance, six-year comprehensive program reviews, and curriculum approval. Throughout each of these processes, multiple opportunities for input and evaluation are provided. The Skyline College Office of Planning, Research, and Institutional Effectiveness (PRIE) provides ongoing and expanded information on a variety of student data; including enrollment trends, student retention, persistence, and success rates, to better inform the decision-making process of the Instructional Leadership Team. In considering online delivery, faculty carefully analyze whether this mode of delivery best meets student needs.

Eligibility Requirements, Accreditation Standards and Commission Policies Met

The proposed change in the mode of delivery for the courses noted is in full alignment with the eligibility requirements and accreditation standards of the ACCJC, and fully incorporates Commission policies governing distance education. The courses and programs addressed in the proposal are part of existing programs that have undergone a rigorous review and approval process; and have been approved by the College and the Office of Academic Affairs of the California Community College Chancellor's Office. The College fully complies with state and federal regulations on distance learning.

The Curriculum Committee separately approves each course proposed for distance learning to ensure that the College meets all policy criteria. The curriculum review and approval process for courses in all modalities occurs in identifiable stages and is faculty driven. Faculty with subject matter expertise, develop curricula and work with their dean and Curriculum Committee representatives to prepare materials for committee review. The review process ensures that each new course reflects the College's mission-vision-values, as well as ensuring the quality, currency, and rigor of the course itself. Faculty proposing new or modified courses for distance education complete an additional

Ongoing faculty support opportunities are provided through the *Center for Transformative Teaching and Learning* (CTTL) to develop and strengthen effective use of technology and pedagogies appropriate to the distance education mode, both through collaboration with more experienced colleagues and through workshops, resources, and support (<http://skylinectl.org/>). Ongoing professional development and collegial collaboration further ensure that the quality and rigor of instruction in distance education courses are equivalent to those of onsite courses. Multiple measures are used to achieve and assess student learning for both onsite and online students.

Pursuant to Title 5 and the *Distance Education Guidelines for the California Community Colleges*, faculty teaching Skyline College distance education courses maintain "regular and effective contact" between the instructor and students through a variety of methods. The *Skyline College Distance Education (DE) Handbook* provides specific guidelines for course management, communication with students, and providing accessibility, in order to promote best practices and ensure compliance with this policy. In keeping with Higher Education Opportunity Act (HEOA) regulations, the *DE Handbook* also provides information about proctored exams, which may be taken at designated locations on campus (such as the Learning Center), or at pre-arranged approved locations off campus (such as an accredited institution of higher learning, public school, or academic or public library). Students are required to show identification prior to beginning proctored exams at any location and, if taking the exam off campus, they must complete and return the required form one week prior to taking the exam.

The course management system utilized by Skyline College requires that students enrolled in distance education courses authenticate their identity through a required secure log-in and password. This step also serves to protect the privacy of the student.

Distance Education faculty undergo the same performance evaluation process as onsite faculty. A Performance Evaluation Task Force was constituted by the district to review all evaluation process for faculty. The new faculty evaluation procedures have components specifically addressing distance education courses and became effective Fall 2014.

Skyline College's Division of Student Services is proactive in ensuring that all areas within the division deliver continuous and high quality support for distance learners. All students, including students who are part of the distance education program, may access services via email, internet, WebSMART web access and telephone. Many services are offered online or via email including, access to the class schedule, college catalogue, and student handbook. Students may also access online enrollment, counseling, assessment, orientation, and financial aid, place their book orders online through the campus bookstore, and utilize an online student complaint process.

C. DESCRIPTION OF PLANNING PROCESS

Relationship to College's Planning, Evaluation, and Mission

The integrated planning process at Skyline College is grounded in our mission-vision-values, institutional goals, and institutional student learning outcomes and results in the development of the College's annual strategic priorities. The College planning process is broad-based and inclusive, using an Integrated Budgeting and Planning Calendar that cycles budget, planning, and evaluation information from across the College through the participatory governance process and key areas of the College to create an integrated College Plan. Areas include the College's units, programs, and divisions; the College Budget Committee; the College Governance Council; the Curriculum Committee; the Instructional Leadership Team; and the Institutional Planning Committee, in continuous dialogue with the Vice President of Instruction, the Vice President of Student Services, and the College President.

As is the case with all major campus decisions, discussions and decisions about distance learning needs are informed by five major components of the integrated planning/budgeting/ assessment cycle: Administrative Leadership Unit Reviews (ALUR), Annual Program Planning and Comprehensive Program Reviews, College Strategic Priorities, the Resource Allocation Process (Budget and Staffing), and Outcomes Assessment (Balanced Scorecard).

Through annual program planning, departments within the instructional and student service areas review on-going programs and plans for the following year. In addition to these annual program plans, every 6 years departments and programs complete a comprehensive program review. These program plans evaluate the success of the current programs and address any identified need for development of alternative and innovative instruction and student services. For example, a department might see a growing demand for online offerings in its area and propose a plan to develop specific courses for distance learning. The program planning cycle also addresses assessment of student learning outcomes at the course and program level. The learning outcomes are evaluated for both face-to-face and distance learning courses and programs. Both the annual program plans and the six-year comprehensive program review ask for needed resources to be identified in each of the following five areas: research, equipment/ technology, facilities, professional development, and staffing. As programs continue to learn about opportunities for

enhancing student success through distance learning and supports, this process strengthens their ability to grow programs and resources in a more holistic, intentional, and sustainable manner.

The Skyline College Technology Advisory Committee (TAC) further assists distance learning planning by providing leadership and support for ongoing technological innovation, and serving as a viable forum through which faculty, staff and administrators discuss, plan, investigate, and implement ideas and strategies that will best utilize advances in technology to enhance instruction, student support services and administrative services. The TAC is responsible for the development of the College's Technology Plan and for setting priorities for campus technology. It also helps to provide data and feedback to departments and divisions in order to help balance the growth in distance education offerings and ensure that student services meet the needs of online students.

Assessment of Needs and Resources

As Skyline College expands distance education learning, the need for increased technological infrastructure and training for faculty and staff has also increased. Some of these needs are addressed by the College directly, such as the professional development provided through Skyline College's *Center for Transformative Teaching and Learning* (CTTL) while others are addressed in collaboration with the District, such as the STOT 1 and STOT 2 (Structured Training in Online Teaching) training.

The *Center for Transformative Teaching and Learning* (CTTL) provides a centralized space to promote collegial dialogue among faculty on direct observation/experience within the Skyline College context, providing an additional lens for evaluating the strengths and challenges of different tools, pedagogies and methodologies for effective distance learning. Leadership for the CTTL is provided by the Dean of Academic Support and Learning Technologies, and is currently supported by a Faculty Coordinator of Professional Development (.80 FTE), a Faculty Coordinator for Distance Education (.40 FTE), a full-time Instructional Technologist, an Instructional Aide II (.48 FTE), and a Program Services Coordinator for Distance Education (.40 FTE).

Anticipated Impact

The primary impact anticipated from the proposed change is increased student access to degree and certificate programs, and enhancing student success in achieving completion and transfer outcomes. Skyline College anticipates that a larger number of students will continue to enroll in online education opportunities. We are finding a growing demand from students in both transfer and CTE (career and technical education) pathways for online and hybrid format course offerings. In order to increase flexibility in scheduling for our students and to grow our distance education offerings, general education courses were specifically targeted to ensure that sufficient courses are available online in a particular content area or department. We have continued to grow the number of general education courses that could be available online, along with an increasing number of core disciplinary courses. The result is an increase in the number of degree and certificate programs that could be offered in an online format.

Intended Benefits

The benefits of expanding the number of our online courses includes supporting student success by increasing access to higher education through increased flexibility in scheduling, enhancing degree and certificate completion, and increasing student engagement in postsecondary education opportunities. Students at Skyline College continue to want to include online courses in pursuing their educational goals as this format provides more flexibility in addressing family and work demands, transportation costs, time constraints, and economic pressures.

Preparation and Planning Process

Skyline College has continued to prepare and plan for increased availability of distance learning opportunities since the College last addressed this issue during our 2013 Distance Education Substantive Change process. Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD). The District provides support to all three colleges through strategic planning, infrastructure support, and shared opportunities for capacity building and professional development. The Skyline College Technology Advisory Committee (TAC) and the District Distance Education Advisory Committee (DEAC), collaborate closely to facilitate more integrated resource sharing and strategic planning.

By coordinating resources with the District, Skyline College is able to both tailor Distance Education planning to the specific needs of Skyline College students and to maximize resources and opportunities by drawing on resources, support, and training opportunities offered by the District. As a result of the continued work from the 2013 substantive change process, the College has continued to build quality online education to support student success and completion, and to build capacity among faculty for effective incorporation of pedagogies and technologies appropriate to distance learning.

D. INSTITUTIONAL SUPPORT TO DEMONSTRATE QUALITY STANDARDS

Sufficient, Qualified, and Accessible Student Support Services

Skyline College provides comprehensive student support services to all students across learning modalities, and continuously assesses the quality and effectiveness of these supports. Evaluation mechanisms include annual program plans, six-year comprehensive program reviews, the Student Equity Plan, the Community College Survey of Student Engagement, and the Student Services Council (among others).

The Skyline College Distance Education website:

<http://www.skylinecollege.edu/distanceeducation/>

The DE website serves as a centralized hub for information and resources for distance learners, and links directly to both instructional and student support websites and tools. It also includes online tutorials that will help distance learners learn to navigate effectively in their new virtual environments.

Online Readiness Self-assessment Tool:

Students can utilize this tool to assess their readiness for online learning. After completing the questionnaire, students receive a numerical score, and depending upon the range in which they score, they are advised as to whether they would be good candidates for successful online learning. However, no student is prevented from enrolling in an online course based on the self-assessment.

Library Online Resources: <http://www.skylinecollege.edu/library/> Faculty Librarians provide expertise in the selection and maintenance of educational materials and equipment that enhance student learning, and provide both onsite and remote support to students in accessing and effectively utilizing these resources. The Library currently subscribes to a comprehensive array of online, academic databases, including: PsycARTICLES and the EBSCO Premier Package (which includes Academic Search Premier, eBook Academic Subscription Collection, America: History & Life, and the Psychology & Behavioral Sciences Collection); as well as resources such as ProQuest Biology Journals, Films On Demand's streaming video collection, Academic Video Online (Alexander Street Press), CQ Researcher, ACS chemistry journals, Grove Music Online, JSTOR, Science Magazine Online, JAMA Online, McGraw Hill AccessScience, CountryWatch, Oxford English Dictionary, and Serials Solutions.. Students may submit specific factual questions online via the "Ask a Librarian" link; or request support on the completion of bibliographic citations or the use of our online catalog, article databases and reference sources. (<http://www.skylinecollege.edu/library/askalibrarian.php>)

Tutoring: <http://www.skylinecollege.edu/learningcenter/>

The Learning Center at Skyline College offers tutoring to distance education students. The Center is currently planning to adopt the NetTutor platform for online tutoring during the 2015-2016 academic year. This will enhance the tutoring services being offered to distance education students.

DegreeWorks: <http://skylinecollege.edu/academics/degreeworks.php>

DegreeWorks is an online academic advising and degree application system that provides distance education and onsite students with a way to track their degree progress and course work. It uses the student's academic history and the college degree audit data to enhance the advising process for students, counseling, and staff; while simultaneously building data structures that support future academic planning, provide course work demand analysis, and assist with educational planning. Students access DegreeWorks through the College's web access portal, and the system enables students to see what transfer requirements they are missing in the CSU General Education and IGETC patterns.

Academic Advising and Counseling: <http://www.skylinecollege.edu/counseling/index.php>

Both distance education and onsite students have access to individualized advising and counseling via the online "Electronic Counseling Services (ECS)," which may be accessed via the Counseling Website. While all counselors handle emails from students, the Counseling Division has a FT (1.0 FTE) counselor dedicated to responding to online counseling contacts. Online Counseling (ECS) provides students with the ability to access counseling services utilizing the Internet, email, fax, telephone, voice mail, and in-person appointments when necessary. Although any student may use electronic counseling services, ECS is particularly

helpful to distance learners and to students who may find it difficult to make counseling appointments at times convenient for them.

ECS includes the full range of counseling services with the exception of psychological services. Examples of the services available include schedule planning, Student Education Planning (SEP) preparation, career planning, assistance with Associate Degree petitions, progress reviews, General Education status checks, transfer information, certificate completion checks, assistance with transcripts, and educational problem-solving.

Online Transfer Services: <http://www.skylinecollege.edu/transfercenter/index.php>
Skyline College offers a robust Transfer Services program, and provides a variety of online services and resources for students, including, virtual individual or small group counseling sessions/transfer information workshops, Facebook, email, and a transfer website.

Online Services for EOPS/CARE: <http://www.skylinecollege.edu/eops/index.php>
EOPS communicates with its students primarily through WebAccess and Facebook. On WebAccess, students can track their eligibility progress, manage email and event scheduling, and complete both the online orientation and the exit survey. The EOPS application is available online for new students to download and complete.

Disability Resource Center: <http://www.skylinecollege.edu/disabilityresources/index.php>
The Disability Resource Center (DRC) provides students with a copy of the district accommodation policy and links where they can contact members of the DRC staff through email. The DRC also works with campus departments to ensure that all online support services are accessible and meet the needs of students with disabilities. The Assistive Technology Program gives students with disabilities access to computers using adaptive software and hardware. Eligible students may enroll in an Assistive Computer Technology course to receive individualized training in the adaptive software that is unique to their learning and/or computer access needs. Through the Assistive Technology Program, students with learning or physical disabilities may request and receive their textbooks, tests, and classroom materials in alternate format (e.g., electronic text, Braille or large print) from the Alternate Media Specialist.

Student Life and Leadership Development:
<http://www.skylinecollege.edu/centerforstudentlife/index.php>
A Welcome to Skyline College webpage enables distance education students to link directly to College information from student services, international services, the bookstore, and tutoring resources, and includes information about commencement and online resources, such as the Student Handbook. Distance education students may also access information about events, student clubs and the Associated Students of Skyline College through College webpages and social media sites. Distance education prospective and current students can submit questions and feedback via the "Ask Skyline College" program on the College's website: (<http://skylinecollege.edu/>). The program, run through the IntelliResponse system, maintains a knowledge base of over 1000 questions tailored to Skyline College and is accessible 24 hours per day, 7 days per week.

Admissions and Records: <http://www.skylinecollege.edu/admissions/index.php>

All students must apply online and may perform all aspects of registration online, including class registration, dropping or adding a course, withdrawing from classes, selecting variable unit levels of enrollment, and selecting a grade option for a course. Students may also access and manage their records, purchase a parking permit, pay their fees, and complete various academic standard petitions online (such as course repeat requests, dropping courses after deadline, or academic renewal) by accessing the Admissions and Records webpage.

Career Services: <http://www.skylinecollege.edu/careercenter/index.php>

The Career Center has solicited feedback from students via surveys and focus groups. As a result of both student and employer feedback, Career Services has built an extensive array of resources for students to access online, including instructional videos, interactive interviewing software, online career assessments, and an online job board.

Financial Aid: <http://www.skylinecollege.edu/financialaid/forms.php>

Students can check their financial aid application and awards status via the Internet using the WebSMART (<https://websmart.smccd.edu/>) portal. Students can track the completion of loan requirements on their own online account, and opt-in to receive financial aid information/notifications via email. Most information and forms for financial applications are available via the Internet from the financial aid webpages.

Delivery of Course Material Bookstore:

<http://bookstore.skylinecollege.edu/SiteText.aspx?id=1648>

Books and related course materials are available for online purchase through the College bookstore. Additional course materials and access to course required testing are made available through the online instructors' websites.

Sufficient and Qualified Faculty, Management, and Support Staffing Management

The Vice President of Instruction is responsible for the distance education program. An Instructional Dean has been assigned to oversee the distance education mission of the College. Under the VPI's leadership, members of the Skyline College TAC, the Distance Education Steering Committee, staff of the Skyline College CTTL, and the CTTL faculty coordinator develop the strategic vision and plan for the College's distance education, plan and provide professional development, and work closely with the Curriculum Committee and faculty to ensure ongoing course quality and technological capacity. Overall coordination of educational technology for the District is provided by the SMCCCD's Vice Chancellor for Educational Services and Planning. The Vice Chancellor also co-chairs the SMCCCD Distance Education Advisory Committee, and provides management support for distance education to the three district colleges.

Faculty

Faculty members teaching online courses are responsible for the same course administrative functions as those teaching in a traditional classroom, including choosing books and curriculum, verifying course rosters, adding and dropping students, and entering grades at the prescribed time.

Faculty planning to offer online instruction were encouraged to participate in the SMCCCD Structured Training for Online Teaching 1 and 2 (STOT) program (or its equivalent), use the official SMCCCD email as their primary email for student contact, and include their course description and details in the district-supported WebSMART page (of all distance learning courses in the District).

Regular and Substantive Interaction between Students and Instructor

Faculty presence is an important factor in the success of online courses. Online instructors must meet the requirements for regular effective contact, using both synchronous and asynchronous channels, as appropriate. The faculty is aware that student retention and success rates are enhanced by active participation in classes that foster a sense of community. To this end, online instructors design multiple opportunities for learner-learner contact and instructor-learner contact, and provide frequent and timely feedback. Communication with distance learners often begins before the first class meeting. Faculty members are encouraged to develop a Student Prep Plan to send to enrolled students the week prior to the course start date that provides a welcome letter, the course syllabus, and course guidelines for communication.

Faculty Evaluation

Distance Learning faculty historically have been evaluated according to the same guidelines governing the evaluation of faculty teaching traditional classes, subject to contractual agreements with the American Federation of Teachers (AFT).

Professional Development for Faculty & Staff

Both the College and the District are committed to providing extensive professional development opportunities for faculty and staff to ensure high quality distance education offerings and support. The *Skyline College Center for Transformative Teaching and Learning (CTTL)* <http://www.skylinectl.org> provides leadership, expertise, mentoring, resources, technology, and facilities designed to support faculty and staff in developing and strengthening effective use of technology and pedagogies appropriate to the distance education model. The CTTL's Learning Space serves as both a physical and a virtual space fostering collegial dialogue, peer mentoring, and information sharing. Faculty can convene and engage in ongoing dialogue and assessment of student learning needs, share promising practices and emerging theories on student learning, or strengthen skills in using teaching technologies. Student support staff can share similar dialogues on effective engagement and retention for online learners, and strategies for strengthening a "multiple points of entry" approach to student services and support. The CTTL serves as a hub for centralizing information and resources, and as a space for both structured and spontaneous dialogues about innovations in distance teaching and learning, pros and cons of emerging technology, and current scholarship. Faculty and staff have opportunities for individualized or group instruction, designed to significantly enhance professional capacity for providing quality instruction and support services to distance learners.

The CTTL hosts professional development workshops on an ongoing basis, hosts webinars on distance learning (and other areas of professional development), and provides information about local, regional, and national conferences. The District also offers ongoing professional

development opportunities; including a two-part distance education training through the District Structured Training for Online Teaching 1 and 2 (STOT).

Appropriate Equipment and Facilities

Skyline College assures that any technology support that it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. The College utilizes a comprehensive set of administrative software services to assist with communication, budgeting, planning, and research, and a comprehensive set of student enabling software services to assist with degree audit, scheduling, communications, on-line instruction, and fee payments.

The District provides extensive infrastructure and technology support for the operation of the distance education programs of each of the three colleges. A centralized district-level Information Technology Services (ITS) department provides information technology leadership and support staff training. ITS monitors and updates technology-related policies and procedures, supports local technology initiatives, and provides each of the Colleges with one-on-one or group support for both local technology initiatives or needs and shared district resources that support teaching and learning. The District has invested in two ADA compliant platforms for online course management, WebACCESS, and CurrucUNET (a web-based curriculum management application designed to automate and enhance the development and approval of new curriculum, including proposals for distance learning) and TracDat (a web-based application to strengthen the management and assessment of student learning outcomes by simplifying collection, review, management, and use of data).

Sustainable Fiscal Resources

Overall, both Skyline College and the San Mateo County Community College District as a whole are in sound fiscal shape thanks to a combination of exceptional financial stewardship, incredible vision, strong community and voter support of general obligation bonds, a parcel tax measure, and a series of state and federal grants. The institution made great strides in successfully increasing financial resources to provide short-term and long-term financial stability, especially in light of the District gaining basic aid status; thereby protecting the District from state budget cuts.

Skyline College has a history of financial stability and supporting student learning programs and services. Overall, the College relies primarily on its share of the District's general unrestricted fund which is distributed among the three colleges, district office, and facilities and central services through the resource allocation model. The district has a funding plan in place, providing for the maintenance and replacement of IT/equipment for the three colleges. These funds will be used to replace instructional labs and operational computers, and to support instructional equipment. The College also continues to develop partnerships and seek grant funding. The district and the College both budget very conservatively to ensure that resources are adequate for permanent additions to the College general fund budget. Positions are permanent commitments, and salaries as well as benefits are considered when determining the cost of new positions.

The College general fund has and will continue to support Distance Education expenditures, including salaries, office hours, benefits and professional development for faculty teaching distance education courses. Providing administrative oversight are the Vice President of Instruction and the Dean of Academic Support & Learning Technologies who additionally co-chairs the Technology Advisory Committee. The faculty coordinator for Distance Education holds a (.40 FTE) position, and also Co-Coordinates the Center for Transformative Teaching and Learning (CTTL). The Instructional Technologist (1.0 FTE) works directly with the DE faculty coordinator, as well as faculty and staff, in layout, pedagogy and design for online teaching and learning. These positions totaling 1.4 FTE are paid out of the general fund. The general fund also provides for the program's supplies, software and licenses, and equipment needed for the Distance Education platform. Distance education budgeting is supported through the College's integrated planning and budget processes.

The SMCCCD/Skyline College uses the Banner financial accounting system for journal entries, accounts payable, account receivables, revenues, payroll, student administration and purchase requisitions as well as budget information. The VPI and Business Officer track all budgets and expenditures for distance education in Banner. The Skyline College TAC provides ongoing recommendations about distance learning budgetary needs as part of the College's integrated planning and budget cycle.

Plan for Monitoring Desired Outcomes

Monitoring and assessment of desired outcomes is integrated throughout the planning process, coordinating several components. Annual Plans and Comprehensive Program Reviews are compiled and reviewed through Instruction and Student Services planning structures, and include review and discussion of student learning outcomes for all courses and programs, including distance education. The Skyline College Technology Advisory Committee (TAC) makes recommendations on distance education needs. The Office of Planning, Research and Institutional Effectiveness (PRIE) compiles and analyzes data, and monitors student success and retention in both online and onsite courses. Each of these planning stages is integrated into the overall planning for the College. As part of this process, needs are assessed in each of five areas (budget, facilities, professional development, research, and equipment). This information is updated annually and reviewed by TAC. Utilizing Skyline College's participatory governance structure and Annual Budgeting and Planning Calendar, information is effectively shared across all of these groups.

Student Success, Retention, and Completion

Data collection and analysis of student success, retention and completion for distance education courses and programs is handled in the same manner as for onsite courses and programs - through the Skyline College Office of Planning, Research, and Institutional Effectiveness (PRIE). Annually, PRIE reports online enrollment, fill rates, and retention and success rates by course and student characteristics. The Office also provides a comparative analysis of student success in online vs. face-to-face, and student success and retention for online courses. Data produced by PRIE are used in annual program planning and in the Six-Year Comprehensive

Program Review process. Data acquired through course evaluations, the Student Learning Outcomes Assessment Cycle (SLOAC), and research conducted through the PRIE all contribute to the College's ability to measure effectiveness and inform modifications to methodologies and pedagogies in support of student learning and success.

Distance Education

	Enrollments	Success Count	Success Rate	Retention Rate
2009-2010	4484	2726	60.8%	81.8%
2010-2011	4730	2721	57.5%	79.0%
2011-2012	4469	2560	57.3%	80.8%
2012-2013	5217	2999	57.5%	79.2%
2013-2014	5164	3165	61.3%	79.0%
2014-2015	6295	3762	59.8%	76.7%
Total	30359	17933	59.1%	79.2%

Face-to-Face

	Enrollments	Success Count	Success Rate	Retention Rate
2009-2010	48854	34735	71.1%	85.4%
2010-2011	47570	33005	69.4%	83.8%
2011-2012	47520	33646	70.8%	84.9%
2012-2013	45966	32803	71.4%	85.5%
2013-2014	46519	32940	70.8%	85.8%
2014-2015	43943	31764	72.3%	86.0%
Total	280372	198893	70.9%	85.2%

E. EVIDENCE OF APPROVALS

Faculty, Administrative, Governing Board, and Regulatory Agency Approvals

In accordance with ACCJC policy requirements, SMCCCD policy, and best practices in distance education; all distance education courses, certificates, and degrees at Skyline College:

- include clearly stated student learning outcomes (SLO's);
- meet the same quality, standards, and requirements as onsite courses;
- have been reviewed and approved through the same processes as onsite courses;

- have received separate approval of the *Curriculum Committee Distance Education Supplement* form (Appendix I);
- provide for the authentication of student identity;
- protect the privacy of the students; and,
- provide for regular, effective, and substantive interaction between instructor and students.

All courses and programs at Skyline College have been approved by the Curriculum Committee, Academic Senate, and Vice President of Instruction. Both online and onsite courses have received final approval through the Board of Trustees; and new degrees have received final approval through the California Community College State Chancellor's Office.

Legal Requirements

Skyline College complies with all Title 5 (§55200- §59402), federal, and accreditation requirements for distance education, including ensuring regular effective contact between instructors and students, authentication of student identity, and protection of student privacy. Skyline College also complies with accessibility requirements under Section 508 of the Rehabilitation Act. All legal requirements have been met.

<http://skylinecollege.edu/distancededucation/index.php>
<http://skylinecttl.org/>

Governing Board

The Skyline College Substantive Change Proposal Instructional Mode of Delivery: Distance Education was approved by the Board of Trustees of the San Mateo County Community College District on September 30, 2015.

F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT IS FULFILLED

Skyline College continues to fulfill each of the twenty-one eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges:

1. Authority

Skyline College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. All programs offered at Skyline College, including distance education, are overseen by the ACCJC.

2. Mission

Skyline College's educational mission-vision-values are clearly defined and are reviewed on an ongoing basis by the Skyline College Governance Council (CGC) and the San Mateo County Community College District (SMCCCD) Board of Trustees, in accordance with Board policy. The mission-vision-values were most recently updated in June 2012, following a comprehensive and participatory process. Skyline College utilizes a combined Mission-Vision-Values Statement

that clearly articulates the College's educational purposes, the students we serve, and our commitment to student learning. Skyline College mission-vision-values information is published in the current catalogue and on our website. Distance education opportunities further advance the College's commitment to quality, inclusive, and transformative education by increasing access that can increase degree and certificate completion, enhancing students' educational success.

3. Governing Board

Skyline College is one of three colleges that comprise the San Mateo County Community College District (SMCCCD), along with the College of San Mateo (CSM) and Cañada College. A five-member Board of Trustees governs the district and its colleges. San Mateo County voters elect the five Trustees (at large) for four-year terms. Students elect a non-voting student Trustee each year for a one-year term. The Board's organization, which includes authority, membership, election, and terms of office is outlined in Board Policy 1.02. The duties and responsibilities of the Board are detailed in Board Policy 1.10.

4. Chief Executive Officer (CEO)

The SMCCCD Board of Governors appoints a Chancellor to act as CEO of all three colleges in the District, and the Chancellor oversees a President at each of the three district colleges. The Chancellor's duties are outlined under Board Policy 2.02. Each of the three Presidents administer his/her college, as outlined under Board Policy 2.03: "The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations."

5. Administrative Capacity

Skyline College has sufficient academic and support services administrative staff with appropriate preparation and experience to provide the administrative services necessary to support the College's mission and purpose. In addition to the President, Skyline College has Vice Presidents of Instruction, Administrative Services, and Student Services, Deans of Academic Support & Learning Technologies; Business; Counseling, Advising, and Matriculation; Enrollment Services; Kinesiology/Athletics/Dance; Language Arts; Planning, Research, and Institutional Effectiveness; Science, Math, and Technology; and Social Science/Creative Arts; and Directors of; Library Services; Marketing, Communications and Public Relations; and Workforce Development.

6. Operational Status

Skyline College has been in continuous operation since 1969. In the 2014/15 academic year, the College had a unique headcount of 17,460 (7,945 FTES) enrolled in 726 courses offered in 2,098 sections. Approximately 49 percent of these students listed transfer as their educational goal while 26 percent and 13 percent listed educational and career development, respectively, as their goal. Of these nearly 17,460 students in 2014/15, 3,060 took both online and face-to-face classes and 2,058 took only online classes. Approximately one percent of students who took an online course identified themselves as a non-California resident. Online and hybrid enrollment was 15 percent of the total enrollment in spring of 2015.

7. Degrees

Skyline College offers 36 Associate of Arts and Associate of Science degrees, 18 Associate Degrees for Transfer, and 62 Certificate Programs. The degrees and majors offered by Skyline College are listed in the catalogue and online at

<http://www.skylinecollege.edu/academics/degreescertificates.php>

8. Educational Programs

The degree programs offered at Skyline College are aligned with its mission and meet the California Education Code of Regulations, Title 5 curriculum requirements. When combined with the general education component, this represents two years of full-time academic work. All course outlines of record and degrees have been carefully reviewed, and include student learning outcomes that students can achieve through class content, assignments, and activities. All curricula, including courses offered through distance learning, undergo approval by the Board of Trustees. Program and course descriptions are found in the catalogue, available both in print and on the web <http://www.skylinecollege.edu/catalogschedule/>

9. Academic Credit

Skyline College awards academic credit using the Carnegie standard unit, in accordance with the California Community Colleges Chancellor's Office requirements under California Code of Regulations and Title 5. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses.

10. Student Learning and Achievement

Each course and program offered at Skyline College has defined and measurable student learning outcomes. These student learning outcomes are assessed by a variety of methods. Coordinated by department and discipline faculty, every course across all modes of delivery or locations, follows the course outline of record and the defined student learning outcomes. The College has also defined student learning outcomes for general education and for the institution. For a listing of Institutional Student Learning Outcomes, rubrics, and assessment information, please see <http://www.skylinecollege.edu/sloac/isloassessments.php>. Program Student Learning Outcomes are listed in the annual Skyline College Catalogue, in both print and electronic format. <http://www.skylinecollege.edu/catalogschedule/>

11. General Education

Skyline College requires a minimum of 19 units in general education towards degree attainment, with 6 units in English Language Communication and Critical Thinking, 4 units in Scientific Inquiry, 3 units in Arts and Humanities, 3 units in Social Science, and 3 units in Lifelong Learning and Self Analysis. General Education requirements introduce students to areas of study that develop breadth of outlook and contribute to balanced development.

The Skyline College General Education Handbook is available at

<http://www.skylinecollege.edu/curriculumcommittee/assets/General%20Education%20Fall%20013%207.9.2013.pdf>

12. Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints.

Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth. The District's faculty has the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the district does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. Protecting academic freedom is the responsibility of the College community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate. Academic freedom applies to all courses, including distance education. <http://skylinecollege.edu/generalinformation/academicfreedom.php>.

13. Faculty

Skyline College has 120 full-time faculty and approximately 250 part-time faculty (AY 2014-15). All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty. Clear statements of faculty roles and responsibilities can be found in the Skyline College Faculty Handbook, at <http://skylinecollege.edu/insideskylinecollege/assets/documents/FacultyHandbook.pdf> and the American Federation of Teachers (AFT) contract (www.aft1493.org) Faculty carry out comprehensive program reviews every six years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections.

14. Student Services

Skyline College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Unless exempted, each new student is required to participate in the matriculation process; which involves assessment for admissions, appropriate course placement, college orientation, academic career and personal counseling. All student support services programs promote the objective of serving the whole student and supporting student success. <http://www.skylinecollege.edu/officevpss/index.php>

15. Admissions

Skyline College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title 5. Information

about admissions requirements is available in the catalogue, in the schedule of classes and on district and college websites. <http://skylinecollege.edu/admissions/>

16. Information and Learning Resources

Skyline College provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of its students. The library is staffed to assist students, including both onsite and distance learners, in the use of College resources. Wireless internet is available throughout the campus and through computers in the library and learning center without charge to students. The institution is committed to enhancing its learning resources across all possible locations and delivery methods. <http://www.skylinecollege.edu/library/>.

17. Financial Resources

Skyline College, through the San Mateo County Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The distance education courses are integrated into the annual budget that is approved by the Board of Trustees.

18. Financial Accountability

The San Mateo County Community College District undergoes an annual external financial audit for the district and the 3 colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The District's audits for the last eight or more years show no financial audit adjustments and no major findings.

19. Institutional Planning and Evaluation

Skyline College practices participatory governance within an established and integrated institutional planning process that is specifically linked to institutional mission-vision-values, goals, and strategic priorities. The College engages in ongoing and systematic cycles of planning, implementation, and evaluation, in order to maximize effectiveness in promoting academic excellence and student success. A detailed overview of Skyline College's institutional planning and evaluation processes is provided in *Skyline College Planning and Governance Resources* (<http://www.skylinecollege.edu/prie/resources.php>).

20. Public Information

Regularly updated information about all aspects of a Skyline College education, including both onsite and distance education, are available to the public through the Skyline College website, annually published course catalogues, and class schedules published for each semester. Information includes, among others, the College mission-vision-values and goals, academic calendar, degrees and certificates offered, graduation requirements, costs and refund policies, available learning resources, grievance procedures, names and credentials of faculty and administrators, names of members of the Board of Trustees, and relations with Accrediting Commission.

The San Mateo County Community College District Board of Trustees provides assurance that Skyline College complies with all ACCJC/WASC requirements and accreditation standards and policies. The College maintains contact with the Commission through its Accreditation Liaison Officer.

21. Relations with the Accrediting Commission

The SMCCCD Board of Trustees provides assurance that Skyline College complies with all of the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC)/ Western Association of Schools and Colleges (WASC); describes itself in the same manner to all of its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission. Skyline College maintains contact with the Commission through its Accreditation Liaison Officer (ALO).

G. ACCREDITATION STANDARDS FULFILLED

Skyline College meets all accreditation standards of the ACCJC/WASC. The College received renewal of its accreditation in Feb 2014.

Distance education courses at Skyline College undergo the same rigorous curriculum proposal, review, and approval process as onsite courses, and the College ensures that distance learning students are aware of and have access to quality student support services and resources, which include online information and library resources and support. All student learning outcomes, assessment plans, program review processes and academic revision and renewal processes are applied to online instruction and services in the same way as onsite instruction.

Standard I: Institutional Mission and Effectiveness

A. Mission

Skyline College's mission-vision-values demonstrate strong commitment to student learning and achievement; and the expansion of distance learning opportunities continues to enhance student access and promote successful completion/ transfer. The institution utilizes analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished, and ensure the continuing alignment of instructional and support programs with the institutional mission-vision-values.

B. Improving Institutional Effectiveness

Through the College's integrated participatory governance structure, all campus constituencies are involved in the strategic planning process and in self-reflective dialogue about student learning and institutional processes. All strategic planning is linked to data-informed program review. The program review process includes all areas of the College (instruction, student services and administration) for both onsite and distance learners. The overarching goals of the institutional planning and assessment processes are to meet the needs of our students across all instructional modalities, respond to the ever-changing educational needs of the community at large and to ensure that resources are aligned to achieve these goals. The ongoing improvement of student learning outcomes for both onsite and online learners is assessed through the Student

Learning Outcomes Assessment Cycle (SLOAC), driven by a student learning philosophy and framework that is driven by the College's mission-vision-values. The effectiveness of the institution in meeting the benchmark-specific student learning goals that are grounded in the Mission-Vision-Values Statement is completed using the Balanced Scorecard system. An annual assessment of the institution's effectiveness is completed and posted for the College's reference, through the Institutional Planning Committee (IPC).

Standard II: Student Learning Programs and Services

Skyline College offers high-quality instructional programs, student support services, and library and learning support services that promote the intellectual, aesthetic, and personal development of all of its distance learning and onsite students in a comparable manner. The College provides a strong learning environment that facilitates the achievement of our student learning outcomes, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility. The growth in distance education strengthens Skyline College's continuing ability to meet this Standard and extends access to additional learners in support of the institutional mission-vision-values of the College. All online courses are held to the same academic rigor, review, and student learning outcomes assessment as onsite courses; and undergo the same approval process.

A. Instructional Programs

Skyline College actively builds a comprehensive curriculum that is formed by community input, faculty expertise and data analysis; and which effectively supports transformative teaching and learning across a wide range of learning styles and pedagogies. The delivery of degrees, certificates and courses via distance education methods is aligned with initiatives within instructional departments. Student Learning Outcomes (SLOs) are established and clearly listed for each course offered at Skyline College across modalities, in alignment with Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes (ISLOs). The Skyline College Distance Education Coordinator serves as a distance education advisor to the Curriculum Committee for technical review of courses being proposed for distance learning. All actions on new, revised, banked, or deleted courses are approved by the Board of Trustees. Student Learning Outcomes (SLOs) are developed for each course offered at Skyline College, in alignment with the Program Student Learning Outcomes (PSLOs), the Institutional Student Learning Outcomes (ISLOs), and the College's mission-vision-values. .

Skyline College continues to meet the instructional programs component of this standard, ensuring that all instructional programs across modalities of delivery address and promote the mission-vision-values and the integrity of the institution; design, implement, and measure the effectiveness of student learning outcomes on an ongoing basis; and meet the varied educational needs of our diverse students. The institution assures the quality and improvement of instructional courses and programs across all modalities of delivery, conducts ongoing assessment, and ensures the centrality of faculty leadership in establishing and maintaining quality programs and instruction.

B. Student Support Services

Skyline College is proactive in ensuring that all areas within Student Support Services provide continued, high quality, and comparable support for distance learners in establishing and

reaching their educational goals. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission-vision- values. Student support services address the identified needs of students and enhance a supportive learning environment characterized by promotion of student access, progress, learning, and success while ensuring accountability, affordability, and transparency. Skyline College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Skyline College provides comprehensive student support services that are available to all students across learning modalities. Students may access a growing number of resources, services, and supports directly online, and additional information about accessing each resource is available via email, internet, Web Smart, WebAccess and telephone. All students must apply online, and may perform all aspects of registration and record management online, including class registration, dropping or adding a course, withdrawing from classes, selecting variable unit levels of enrollment, selecting a grade option for a course, purchasing a parking permit, or paying their fees. Many aspects of the financial aid process may be completed and monitored online, and students may opt-in to receive financial aid information/notifications via email. Extensive links to external financial aid resources are also available online, through the Financial Aid webpage. Students may access the Skyline College bookstore and purchase their books and supplies online.

Skyline College also offers academic advising and counseling online, via Electronic Counseling Services (ECS). Although any student may use electronic counseling services, ECS is particularly helpful to distance learners and to students who may find it difficult to make counseling appointments at times convenient for them. ECS is available through internet, email, fax, telephone, voice mail, and in-person appointments when necessary and includes the full range of counseling services with the exception of psychological services.

Skyline College continues to meet the student support services component of this standard by ensuring access across modalities to quality programs and services, providing professional development to support staff for ongoing capacity building for meeting the constantly evolving needs of distance learning students, and utilizing current data (including the *Community College Survey of Student Engagement* and data compiled by the Office of Planning, Research, and Institutional Effectiveness, among others) for continuous improvement of support services across modalities.

C. Library and Learning Support Services

Extensive online learning resources and the expertise of faculty librarians combine to augment the educational experience of both distance and onsite learners. Library and other support services for students are sufficient to support the institutions' instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Skyline College faculty librarians select and maintain a comprehensive array of online academic databases, and provide both onsite and remote support to students in accessing and effectively utilizing these learning resources. The databases are accessible off-campus with a library card barcode and PIN, which also serves to authenticate student identity. Librarians provide additional remote support via the "Ask a Librarian" link. The Learning Center at Skyline College offers

online tutoring in the evenings to facilitate access for online learners and students with multiple daytime commitments, and a virtual Writing and Reading Lab that provides online writing and grammar guides, advice on research and documentation, and valuable website links.

Skyline College continues to meet the library and learning support services component of this standard by providing both distance and onsite learners with extensive, varied, and high quality library and learning support resources, and providing faculty and student support expertise and educational equipment and materials that directly contribute to the achievement of student learning.

Standard III: Resources

Skyline College has sufficient human, physical, technology, and financial resources to sustain quality and effective distance education programs. The institution employs qualified personnel to support student learning programs and services in all modalities, and provides faculty who have been approved to teach in the online instruction mode with appropriate pedagogical and technological training. Human, physical, technology, and financial resource planning are all integrated with institutional planning, and are regularly assessed in order to ensure the integrity and quality of Skyline College's programs and services.

A. Human Resources

In an effort to continuously enhance our human resources, Skyline College engages in an integrated planning process that is both participatory and transparent. Guided by the College's strategic priorities, mission-vision-values, and goals; each stage of this integrated process incorporates multiple voices, promotes equity and excellence, and utilizes promising practices that maximize institutional effectiveness and student success.

The institution employs qualified personnel to continuously improve institutional effectiveness and student learning outcomes, and continually strengthen student learning programs and services for all learners. Skyline College's recruitment, hiring, retention, and ongoing professional development principles and practices are designed to attract a diverse, talented, engaged faculty and staff who are committed to student success for all learners. The *Skyline College Human Resources Plan: Staffing for Student Success* provides additional detail about our integrated planning for Human Resources, position allocation and prioritization, constituent participation in the process, equity and excellence in staffing, and the College's commitment to ensuring "sufficient" staffing at all levels while also striving for a standard of excellence/ideal staffing above that minimum standard. Personnel are treated equitably, evaluated regularly and systematically, and provided with opportunities for professional development.

B. Physical Resources

Physical resources which include facilities, equipment, land, and other assets, support student learning programs and services, and improve institutional effectiveness. Skyline College integrates physical resource planning with institutional planning. The College provides safe and sufficient physical resources that support and assure the integrity and quality of programs and services for both distance and onsite learners. In order to ensure the ongoing effectiveness and quality of these resources, the College uses multiple measures, including Program Review, the

Educational and Facilities Master Planning Project (EFMPP), the District Facilities Master Plan, and the College Technology Plan.

Through the individual Program Review Process, divisions and programs identify facility and equipment needs based on their mission and consistent with achieving student and program learning outcomes. Equipment requests are forwarded to the appropriate Vice President, and facility needs are forwarded to the President's Cabinet, where projects are prioritized. Based on cost, priority, and/or need, certain projects are completed immediately while others are placed in a capital project category. Funding of capital projects utilizes the Educational and Facilities Master Planning Project, through a process which ensures that new facilities and building modernization projects are consistent with institutional mission-vision-values and goals. After being vetted by the EFMPP, capital projects are forwarded to the District and placed on the District Facilities Master Plan.

C. Technology Resources

Skyline College utilizes appropriate technology resources to improve institutional effectiveness and to support student learning programs and services for both onsite and online learners. 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; 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 both online and onsite learners.

The Skyline College Education Master Plan 2013-2019

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

D. Financial Resources

Skyline College has sufficient financial resources to support its student learning programs and services and to improve institutional effectiveness. Through sound fiscal management and strong leadership, the College has maximized resources and continues to demonstrate a reasonable expectation of both short-term and long term solvency and stability. The San Mateo County Community College District is also in sound fiscal shape, and the distance learning resources provided by both the College and the district remain stable and sufficient.

Financial planning at the College is conducted through an integrated, well-documented, and participatory process that involves all constituencies and is grounded in Skyline College's mission-vision-values. Independent external audits are conducted annually. The results of the audits are reported to the Board of Trustees and audit reports are posted on the District website.

The District utilizes the California Community College Sound Fiscal Management Self-Assessment Checklist as a barometer for the fiscal health of the institution and as a guide to maintain long-term and short-term financial stability.

Standard IV: Leadership and Governance

A. Decision-making Roles and Processes

Skyline College is fundamentally committed to education as an ideal, and to the empowerment and fulfillment of all learners. The College enacts a level of participatory governance that reflects the College's "students first" philosophy and engage in this process with mutual respect between constituencies and appreciation for the diversity of perspectives and ideas, histories and experiences, cultures and abilities. Because we believe that students' success is inextricably linked to our success in governance and planning, the College strives to make the best decisions at optimal times in order to best serve the students at every stage of their educational journey. Participatory governance and planning are guided by the College's mission-vision-values and goals and, when successful, result in the accomplishment of the institutional learning outcomes and strategic priorities. Participatory governance and planning are designed to facilitate broad-based engagement that fosters innovation and collaboration. The result is outstanding programs and services for the Skyline College community.

B. Board and Administrative Organization

The Board of Trustees provides the final level of approval for all onsite and online courses once they have advanced through the proper channels at each of the three colleges. All degrees and certificates included in this proposal have been approved by the Board of Trustees and comply with state and federal regulations for distance education.