

B **Improving Institutional Effectiveness:** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Description

Skyline is committed to an ongoing inclusive process of collegial dialogue focused on the improvement of student learning and institutional processes. This dialogue takes place in various college councils, committees, administrative and division meetings, college forums, focus groups and program reviews. During the past two years, the college has

been actively engaged in dialogue regarding student learning outcomes. Activities that have promoted this dialogue are varied and include:

- The establishment of the Student Learning Outcomes Assessment Cycle (SLOAC). The SLOAC Committee, meeting once or twice a month over the last year, has developed a student learning outcomes philosophy and framework which have been presented to faculty and staff, and are now being implemented. SLOAC has established a schedule for developing outcomes over the next three years and assessments over the next ten years which will align with the program-review cycle. Outcomes and assessment processes are being developed at the course, program and degree levels. As of April 2007 approximately 30 percent of the courses had developed outcomes and submitted revised course outlines to reflect them (IB.1.1).
- An ongoing series of email communications from the SLOAC chair to faculty and staff to promote awareness of student learning outcomes. The SLOAC Framework was distributed as a printed manual.
- Training by members of the SLOAC Committee to faculty and staff at division meetings.
- The development of a SLOAC website to provide information and resources for faculty and staff.
- Participation by faculty and staff in student learning outcomes training workshops sponsored by the district and at the college, with follow-up discussions at division meetings to engage faculty in the student learning outcome dialogue and emphasize the value of student learning outcomes in shaping pedagogy.

Some of the activities the college has initiated that are designed to engage the college community in dialogue for the improvement of student learning and institutional processes include:

- The reorganization of the Institutional Planning Committee (IPC) and College Budget Committee, which resulted in the development of an improved and integrated institutional planning process. The Institutional Planning Committee is the primary group that leads the development of the institutional planning process. During fall 2005, IPC modified its bylaws to reflect a focus on research as an integral part of planning.
- Ongoing and expanded information on a variety of student data from the Office of Planning, Research and Institutional Effectiveness, including enrollment trends, student retention, persistence and success which are presented to the Instructional Leadership Team, College Council, President's Cabinet, program review participants and Management Council. The San Mateo County Community College District has developed an online decision-making support system with the assistance of a districtwide advisory committee made up of representatives from all three colleges. The data-driven decision support system is composed of queryable reports regarding productivity—at the course, department, and division level—that provide comparative information, all of which can be used to evaluate student learning.

- Information and training for various groups by the Director of the Office of Planning, Research and Institutional Effectiveness regarding the changes in the format of the annual work plans and the planning calendar. The division work plans themselves are tools of dialogue as each division identifies its goals for student learning and its strategies for reaching those goals.
- Discussions among the deans, faculty, Institutional Planning Committee, College Council, President's Cabinet, College Budget Committee, Student Access and Success Committee, and other councils and committees regarding the effectiveness of current institutional processes.
- Dialogue on the accreditation process and review of accreditation standards at several college meetings. Accreditation co-chairs have made presentations at numerous college and departmental meetings. Dialogue about accreditation has included discussions revolving around student learning and institutional processes.
- The development of the Balanced Scorecard, available on the web, which provides an opportunity for periodic and systematic assessment of institutional effectiveness. The Scorecard provides trend data regarding programs and service outcomes, as well as establishes benchmarks in many areas.
- The formal presentations of program review results to the college community which (IB.1.2) provide a forum for critical dialogue. There is also an improved system of providing feedback by Curriculum Committee and vice presidents to the divisions and a schedule for follow-up on any recommendations identified in the process.

Several other projects or committees also serve to enhance the dialogue about the improvement of student learning and institutional processes:

- An expanded College Matriculation Advisory Committee re-established to coordinate and provide input regarding all matriculation components, develop annual goals and monitor effectiveness of the college's matriculation plan.
- The establishment of the Student Access and Success Committee to oversee the development and implementation of the Student Equity Plan.
- The establishment of the Fresh Look Project designed to examine and improve the college's communication to the community via various methods (e.g., college website, logo, catalog, schedule of classes). Focus groups comprised of students, faculty and staff have been involved in the project.
- Annual management retreats, such as the student-services retreats and classified retreats during which institutional effectiveness, student learning and ongoing review of institutional processes are discussed.
- Collegewide forums to discuss a variety of topics related to student learning and institutional effectiveness (e.g., collegewide forum on raising graduation requirements in English and mathematics).
- Academic Senate meetings in which discussions regarding institutional effectiveness take place (e.g., raising graduation requirements in English and mathematics, degree audit recommendations, accommodation policies and procedures for students with disabilities).

- Pre- and post-registration meetings among student services personnel to review institutional processes related to matriculation and registration.
- Establishment of an ESOL task force comprised of faculty and staff to address barriers of access, retention and success for second-language learners.
- Weekly publications of Skyline Shines from the college president to encourage and support ongoing dialogue regarding institutional effectiveness.
- Participation in the Foundations of Excellence in the First Year Experience, a national project involving a one-year self study to assess the college's effectiveness in promoting a successful first-year student experience. The college, one of only two community colleges in California to be chosen, was motivated to participate in this project in order to engage in critical self study regarding its programs and services for first-year students (those with 0-30 units). The results of this one-year self study will be used in planning an intentional and integrated program that enhances the success of first-year students at Skyline College (IB.1.3-4).
- The establishment of the Degree Audit Steering Committee charged with coordinating and implementing the Degree Audit System. An Academic Senate subcommittee has been established to ensure faculty input and decision making with respect to components of the system under their purview. Presentations regarding the status of the project are routinely made to the Instructional Leadership Team (Vice President of Instruction, instructional and student services deans, Center for International Trade Director, Academic Senate President), the Student Services Leadership Team (Vice President of Student Services, student services deans, program supervisors), and the Educational Policy Committee, an Academic Senate subcommittee. These processes ensure continued dialogue among different college constituencies who are invested in this technology based degree audit system designed to help students meet their educational goals.

Self-Evaluation

The college meets this standard. Significant progress has been made in this standard since the last accreditation visit. The continuous communication among faculty and staff has resulted in increased participation by members of constituency groups on committees working to achieve the college's mission and goals (IB.1.5). The review of the specific charge of each shared-governance committee at Skyline College has resulted in greater awareness and understanding of college processes. A collegial spirit exists at the college and the level of trust and camaraderie has increased among faculty and staff. The Employee Voice Survey, administered in fall 2006, indicated that "numerous comments described the environment at Skyline as collegial and collaborative, with adequate opportunities to participate in college-planning and decision-making processes" (IB.1.6). Through the work of college committees and other activities described above, all constituency groups have the opportunity to be engaged in dialogue and participate in decision making, which was not the case in the past.

Program review has effectively served as an inclusive and systematic evaluation and planning process at the department or program level. Its direct link to the college's

resource allocation process, both in terms of the College Budget Committee and the FTEF allocation, has strengthened the college’s efforts in streamlining and integrating planning, evaluation, and resource allocation, all of which are key institutional processes.

The master planning process has helped the college community gain a greater awareness of the connections between the master plan and the resource allocation model. Data provided by the Office of Planning, Research and Institutional Effectiveness (PRIE) has enabled divisions and committees to identify and address issues to improve student learning and institutional effectiveness. Data regarding current and historical enrollment, and productivity and outcomes is available for review on the PRIE website. Faculty have been provided with important student data which is now used in the program review process, making it a richer and more meaningful, reflective and planning process than in years past.

A collegewide understanding of the value of student learning outcomes exists for students, faculty and staff, including how the outcomes affect teaching and learning, as evidenced by the Employee Voice Survey results (IB.1.7).

The college has adopted a culture of inquiry in which continuous evaluation is part of the normal way of operating. As a result, the college will continue to evaluate the quality and effectiveness of its processes and programs including but not limited to program review, the Balanced Scorecard, and SLOAC. Through the Institutional Planning Committee, College Council, and other shared-governance committees and processes, Skyline will continue to look at additional ways of improving communication in order to achieve full transparency of all institutional planning processes, so that these are widely and clearly understood by all members of the Skyline community.

Planning Agenda

None.

Evidence:

IB.1.1	Student Learning Outcomes Assessment website	http://www.smccd.edu/accounts/skysloac
IB.1.2	Program review presentation announcement	Hard copy only
IB.1.3	First Year Experience project overview	http://www.firstyear.org/
IB.1.4	First Year Experience Steering Committee	http://www.firstyear.org/
IB.1.5	Compendium of Committees	http://smccd.edu/accounts/skynotes/governance/pdf_files/Second%20revision%20Spring%202007%20Compendium%20of%20Committees.pdf

IB.1.6	Employee Voice Survey, p. 3	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf
IB.1.7	Employee Voice Survey, p. 13	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf

B.2 The Institution sets goals to improve its effectiveness consistent with its stated purposes. The Institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Description

Skyline has developed broad institutional goals that are guided by the college’s vision and mission statements. These institutional goals are aligned with goals established by the San Mateo County Community College District. These goals are to:

- develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services;
- enhance institutional effectiveness in the planning and decision-making processes through cooperative leadership, effective communication, and shared governance;
- fulfill the college’s role as a leading academic and cultural center for the community through partnerships with business, the community, and non-profit organizations;
- provide adequate human, physical, technological and financial resources to successfully implement educational programs and student services in order to improve student learning outcomes; and
- offer faculty and staff opportunities for professional growth and advancement.

As well, the college has developed collegewide strategies that encompass within and across instructional, student services, and administrative division and/or departments.

All instructional and student services units develop unit work plans that are aligned with the college’s mission and goals. During fall 2002, Skyline College began work on a new strategic and operational planning process. The process began with a strategic analysis of the internal and external environment to determine trends that could impact enrollments, programs, services, staffing and facilities planning decisions. In fall 2005, the Institutional Planning Committee (IPC) began to revise the planning process in an effort to more closely link the strategic planning activities to the budget planning process. In addition, the IPC led an effort to develop strategies as part of the work plan that are aligned to overarching college goals so that departments and divisions could develop objectives in response to a concrete set of guideposts. Presentations regarding the new

process for development of the college's work plans were shared at College Council, college managers' meetings and division meetings throughout the fall 2005 semester.

Effective fall 2006, the Office of Planning, Research and Institutional Effectiveness coordinated the new work plan initiative as part of the education master planning process. Skyline has produced, for the first time, a three-year, rather than one-year, collegewide work plan. This work plan is the result of thoughtful consideration by members of the College community. The work has been informed through experience in the field and collective expertise, as well as information from a recent environmental scan and newly developed program planning questionnaires that are part of the Education and Facilities Master Planning Project. The work plan includes:

- **Goals:** Overarching goals for achieving the stated vision within the framework of the college's mission and values.
- **Strategies:** Programs, services, markets and resources that are needed in order to leverage changes in the environment and meet intended goals.
- **Objectives:** Directions for achieving, coordinating, tracking and measuring activities that help to implement strategies and achieve goals.
- **Measurement Criteria:** Clearly defined indicators of institutional effectiveness that can be measured, tracked and benchmarked.
- **Resources Needed:** Resources that may be part of budget decisions to support for unit objectives.

At the end of each year, the accomplishment of unit works plans are assessed and communicated through the completion of year-end reports (IB.2.1-3).

A Balanced Scorecard (BSC) has been developed to measure and to communicate the extent to which the college meets its goals and strategies. The BSC is a strategic management system that uses of a set of core indicators that define and measure institutional effectiveness. This effectiveness is viewed from four perspectives, each with a balance of financial and non-financial indicators and measures: Internal Stakeholders, External Stakeholders, Financial and Operational Performance, and Growth and Innovation. The BSC translates the college vision and mission into meaningful indicators which are directly linked to college goals and strategies. The BSC provides a vehicle for collaborative decision-making by measuring, tracking and communicating performance of goals and strategies. The Scorecard uses benchmarks that are established through a collaborative process of research, analysis and negotiation among the various constituency groups across the college. These benchmarks provide the means for assessing goals and adjusting strategies for meeting these goals (IB.2.1).

Self-Evaluation

The college meets this standard. The work plan process has been improved to make a more useful document to guide college efforts for improving institutional effectiveness, provide for an extended cycle of planning, and an improved process for linking institutional goals and objectives to the budget process.

The three-year work plan has been extensively and effectively communicated to the college community via the Office of Planning, Research, and Institutional Effectiveness and discussed in a variety of shared-governance committees, as well as division meetings. The program planning questionnaire process (IB.2.4) has also provided for greater participation by all constituency groups in the planning process and in the development of the three-year work plan. All divisions at the college have greater understanding and awareness of the college's planning and budget process, especially the way in which the three-year work plan ties into the overall planning and budget process.

The revised approach to the development of the three-year work plan will be reviewed by the Institutional Planning Committee, and adjustments will be made as deemed necessary. As well, the Balanced Scorecard will be reviewed and adjusted as necessary, e.g., adding or deleting indicators, revising benchmarks, and developing cascading scorecards for specific programs/units.

Planning Agenda

None.

Evidence:

IB.2.1	Balanced Scorecard	http://www.smccd.edu/accounts/skypro/balancedscorecard/home.htm
IB.2.2	2006-2009 Three-Year Work Plans	http://www.smccd.edu/accounts/skypro/planning/workplan/Composite%20Work%20Plan%202006-09%20vr2.pdf
IB.2.3	Year-End Reports	http://www.smccd.edu/accounts/skypro/planning/year-end%20reports/Year_end_report_200506.pdf
IB.2.4	Institutional Planning Committee	http://www.smccd.edu/accounts/skypro/IPC/index.htm

B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Description

Skyline College assesses its progress toward achieving its stated goals. For one, through the Institutional Planning Committee (IPC), the college has established a new strategic and operational planning process, including the development of a revised work plan process, one more closely linked with institutional planning and budget processes. The new process allows for the college to better assess progress toward achieving its stated goals and making decisions regarding the improvement of institutional effectiveness in a more systematic, integrated manner.

Standard IB.3

The IPC has developed a planning calendar that clearly shows the integration of planning, evaluation, and resource allocation. An Education and Facilities Master Planning Committee has been formed, with representatives from all constituency groups, to oversee the college's planning efforts. The newly developed three-year, rather than one-year, college work plan has resulted in greater integration of the work plan with the budget allocation process.

The institutional planning process has been established with a formal system for the evaluation of college programs and services. The Curriculum Committee has made improvements in the program review process, resulting in better integration of program review with the overall planning process. A college budget and planning calendar has been established to implement and evaluate the progress toward stated goals and objectives. The three-year work plan has been developed to provide for annual reviews and revisions as needed. A year-end report on the success toward meeting the objectives will continue as an annual update on progress made toward each goal area. These year-end reports will be prepared by each division, compiled into a single report and disseminated from the Office of Planning, Research and Institutional Effectiveness.

Another way in which the college assesses its progress in achieving its stated goals is through the Balanced Scorecard, developed by the Office of Planning, Research and Institutional Effectiveness. The Balanced Scorecard (BSC) is a strategic management system adopted by the Institutional Planning Committee, a shared-governance committee, as a way to enhance the existing college-wide planning process. The BSC translates the college vision and mission into meaningful indicators directly linked to college goals and strategies. The BSC provides a vehicle for collaborative decision-making by measuring, tracking, and communicating performance of goals and strategies.

Using a set of core indicators that define and measure institutional effectiveness, the Balanced Scorecard evaluates this effectiveness from four perspectives, each with a balance of financial and non-financial indicators and measures: Internal Stakeholders, External Stakeholders, Financial and Operational Performance, and Growth and Innovation. The BSC incorporates a balance of lead indicators which identify what the College puts into the system to drive performance, and lag indicators which identify outputs or explanations of institutional performance. These outcomes are reported through the Scorecard which tells how well the College is performing. The Scorecard uses benchmarks established through a collaborative process of research, analysis and negotiation among Skyline's various constituency groups to provide the means for assessing goals and adjusting strategies.

Additionally, the Office of Planning, Research and Institutional Effectiveness has provided data from a variety of sources (state, district and institutional data, environmental scans, focus groups, etc.) to use in institutional planning and decision making. The Director of Planning, Research and Institutional Effectiveness has conducted workshops and presentations to disseminate research findings and to assist committees and departments identify data that would be useful in the evaluation of their programs. Institutional data is disseminated widely to the college community in easy-to-

understand reports, in both hard copy and posted to the Office of Planning, Research and Institutional Effectiveness website. Departments may also request additional data.

Self-Evaluation

The College meets this standard. The Institutional Planning Committee has revised the institutional planning process in an effort to more closely link the strategic planning activities to the budget planning process (IB.3.1).

The Office of Planning, Research and Institutional Effectiveness has been invaluable in providing data from a variety of sources. This data has then been incorporated in institutional planning and decision making. The Director of Planning, Research and Institutional Effectiveness has been very successful in communicating and making available research findings to the campus community. Requests from departments for additional data have increased significantly and resulted in greater reliance by departments in data-informed decision making.

The college is confident that the changes made in the institutional planning process will result in greater participation by all constituent groups, improve linkages among the planning and budget processes, and an evaluation process based on both quantitative and qualitative data.

The revised institutional planning process is an evolving process, one which provides for continuous review and improvement. The process will be evaluated at least once every three years and improvements will be made as needed.

Planning Agenda

None.

Evidence:

IB.3.1	College Planning Model 2005	http://www.smccd.edu/accounts/skypro/planning/Planning%20Model%202005%20vr.2.pdf
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B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Description

In recent years, the planning process at Skyline College has evolved so that it is now broad-based, offers opportunities for input from the campus constituencies, allocates necessary funds and leads to improvement of the institution’s effectiveness. During the 2001-2002 year, the college conducted a survey on planning documents where planning processes were identified and mapped. (IB.4.3) A review of many plans revealed incomplete planning processes, and no connection between the various processes existed.

Of notice, there was no coordination between planning and budgeting within the governance organization.

After the 2001 visit of the Accrediting Team, Skyline created a Strategic Planning Taskforce that included administration, district personnel, faculty, staff, students, and the local business community. The taskforce met over the course of three semesters to develop a thorough and collaborative process to create Skyline’s current Strategic Plan. Progress reports were published on the college website and public forums were held to solicit comment from all college constituencies—administration, faculty, staff and students.

In fall 2003, the College Council established the shared-governance Institutional Planning Committee (IPC) with the responsibility to integrate, coordinate and communicate all planning and budgeting at the college. The IPC incorporated the Strategic Planning Task Force and redesigned the governance organization, committees, and planning work at the college.

The task of the IPC is to formulate and recommend to the College Council plans and timelines for coordinating, communicating, and integrating collegewide planning. The committee is also charged with developing and implementing both a collegewide performance measurement system, including indicators, metrics and benchmarks, and a collegewide research agenda, all of which serve to improve institutional effectiveness (IB.4.1).

Additionally, planning, evaluation, and resource allocation are increasingly integrated. Skyline College’s Budget and Planning Calendar (IB.4.2) illustrates how this integration is accomplished. The calendar directs and coordinates the development and review of planning and budget activities. Resource allocation decisions are guided and supported by plans and sources of evidence that show direct linkages to the college’s mission and goals.

Self-Evaluation

The college meets this standard. The college governance process and the reconstituted IPC provides a continuous institutional process reflecting the general transparency of planning all matters throughout the Skyline College community with the eye to informing and involving all constituencies.

The shared-governance framework from which Skyline College operates engenders a collegial, inclusive environment, one in which there are numerous opportunities for administrators, faculty, staff, and students to get involved in planning processes. This input is solicited from constituencies at department/division meetings, committee meetings, open forums, program review, and other collegewide communications.

Planning and resource allocation have been better integrated under the revised process, and the college has provided for more research, research that has led to improved institutional effectiveness.

Planning Agenda

None.

Evidence:

IB.4.1	Institutional Planning Committee Charter and Bylaws	http://www.smccd.edu/accounts/skypro/IPC/Charter_Bylaws_vr2.doc
IB.4.2	Budget and Planning Calendar	http://smccd.edu/accounts/skypro/planning/planning_calendar_vr7.pdf
IB.4.3	Skyline College Focused Midterm Report 1-30-06	Hard copy only

B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Description

With the help of the expanded Office of Planning, Research and Institutional Effectiveness (PRIE), the college systematically evaluates its programs and services using a variety of qualitative and quantitative research/assessment methods, as evidenced by the research initiatives that have been completed and produced. Research initiatives to assess the quality of programs and services provided to students and the community are developed and executed at the district and institutional level.

Published institutional reports related to the quality of programs and services that are provided to students, available both in print and posted on the PRIE website, include the following:

- Transfer rates
- Completions of degrees and certificates data
- Completion of career and vocational certificates data
- Semester enrollment and productivity data
- Student satisfaction surveys
- Campus crime statistics
- Success and retention rates
- Campus safety survey
- Balanced Scorecard

Institutional reports related to self-assessment include, but are not limited to:

- Employee surveys
- Faculty surveys
- Program review
- Unit work plans
- Fresh Look Project
- Departmental assessment plans
- Student learning outcomes

Some of the ways that planning processes and assessment results are communicated to the internal (such as faculty and staff) and external constituencies (such as students, parents, and the community in general) are as follows:

- District website
- Skyline College website
- Office of Planning, Research and Institutional Effectiveness website
- District and College Council and committee agendas and minutes
- Announcements from the Public Information Office
- Campuswide forums
- Visitations to the community
- Invitation to the community for campus events (e.g., tours of the campus, informational workshops for students and families, orientation for new students, etc.)
- Annual reports of the district and college (e.g., annual budget report)
- Departmental and divisional newsletters
- Skyline Shines, a weekly message from the President of Skyline College
- President’s board reports

Self-Evaluation

The college meets this standard. Both Skyline College and the San Mateo County Community College District are committed to continuous improvement and to informing their internal and external constituencies on matters of quality assurance. As indicated in previous sections of Standard I, the college has made a concerted effort to increase and improve its research capability, both in terms of expanding the Office of Planning, Research and Institutional Effectiveness and in actively promoting a culture of inquiry at all levels of the institution. The extent to which the institution has succeeded in these efforts is evidenced by the quantity and quality of research initiatives in which the college has engaged and the research/assessment results these initiatives have yielded in the last two years (IB.5.1). With the support of an expanded Office of Planning, Research and Institutional Effectiveness and the leadership of the Institutional Planning Committee, a systematic and integrated planning framework is firmly in place. As well, assessment results are communicated effectively and efficiently through focused briefings/forums (e.g., workshops regarding student survey results and Employee Voice Survey results), publications (e.g., College Almanac), and the Office of Planning, Research and Institutional Effectiveness website. It should be noted that the college website is currently undergoing a redesign in order to improve communication to both internal and external constituencies.

Planning Agenda

None.

Evidence:

IB.5.1	Office of Planning, Research, and Institutional Effectiveness	http://smccd.edu/accounts/skypro/home.html
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- B.6** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Description

Since the time of the last accreditation, an extensive review of the effectiveness of the planning and resource allocation processes has taken place. It was determined that a substantive revision of the planning and resource allocation process was needed. The Institutional Planning and College Budget committees, once a single committee, were established as distinct committees with specific charges. The Institutional Planning Committee (IPC) amended its bylaws to include the review of data for decision making (IB.6.1). This new process provides the college with an ongoing source of data for systematic, continuous assessment with respect to enrollment management and program development. There is now an ongoing effort to integrate the research function on campus with the different structures and processes to provide for more comprehensive planning.

Examples of how the institution systematically reviews and, if necessary, modifies all parts of the planning and resource-allocation cycle are numerous. First, a Budget and Planning Calendar was established to better integrate institutional planning with the allocation of college resources. The calendar includes evaluation periods for review of program reviews and work plans (IB.6.2). Processes for developing hiring priorities for faculty and classified staff were developed and aligned with the master planning calendar (IB.6.3). Effective fall 2005, modifications were made to the division work plans, including the development of collegewide goals and strategic themes. The work plans now incorporate objectives and activities over a three-year, rather than one-year, period. The SLOAC process helps inform these work plans. Finally, the program review process has been reviewed and modified which has resulted in greater integration with the Budget and Planning Calendar. An improved method of feedback to the divisions undergoing program review by the appropriate vice president and Curriculum Committee co-chairs has been developed, which includes an action plan to guide divisions in following up on identified recommendations.

A Skyline Balanced Scorecard—which provides opportunities for administrators, faculty, staff, students and the community to give input to the institutional planning processes—has recently been developed and posted to the college’s website.

In spring 2003, members of the College Budget Committee were also involved in the review and modification of the district resource allocation model, which had not been reviewed in many years. The District Committee on Budget and Finance, which oversaw this effort, was composed of representatives from all constituent groups at the three colleges and district personnel. The District Shared Governance Council approved implementation of this new resource allocation model for the 2006-2007 year.

Each of the above processes now includes an evaluation component, one that will be used to monitor the planning processes' effectiveness.

Self-Evaluation

The college meets this standard. The college has worked diligently over the past several years to establish an effective institutional planning process. In the short time since the Director of Planning, Research and Institutional Effectiveness has been at the college, significant improvements have been made to systematically and effectively use data in the decision-making and planning processes. A thorough review and modification of all major planning processes, outlined above, has been completed. Each of these processes now includes an evaluation component, which will be utilized in the future to continue to monitor the effectiveness of the planning processes (IB.6.4).

Because many of these processes have just recently been developed, it will be important to evaluate the effectiveness of these efforts at the conclusion of the first three-year planning cycle. Modifications will be made in the evaluation processes as deemed necessary by the IPC.

Planning Agenda

None.

Evidence:

IB.6.1	Institutional Planning Committee bylaws	http://smccd.edu/accounts/skypro/IPC/Charter_Bylaws_vr2.doc
IB.6.2	Budget and Planning Calendar	http://smccd.edu/accounts/skypro/planning/planning_calendar_vr7.pdf
IB.6.3	Master Planning Calendar	Hard copy only
IB.6.4	2006-2009 Three-Year Work Plan	http://www.smccd.edu/accounts/skypro/planning/workplan/Composite%20Work%20Plan%202006-09%20vr2.pdf

B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Description

The primary mechanisms for evaluation have been developed by several components of the college community. The newly formulated Student Learning Outcomes Assessment Cycle (SLOAC) provides a comprehensive and integrated framework for the review of all institutional, academic and student services programs and processes. The flow chart of the SLOAC review process incorporates all aspects of the college. Each component contributes assessable data, information-processing mechanisms and evaluative functions that are integrated with each other (IB.7.1).

The framework establishes an organizational structure that divides the various components of the college community into three major "levels": the course, the program levels and the institutional levels. The framework delineates a cycle of evaluative methods for each level. The effectiveness at each level is evaluated based on several level-specific components. Each level provides evaluative feedback to other levels, resulting in the overall evaluation of institutional effectiveness at Skyline College. Inclusive in these self-evaluations are considerations of each component's implementation and realization of the objectives of the college's vision and mission statements.

For example, at the course level, the students' classroom experience is evaluated in many ways. The methods of evaluation, based upon a course's specified student learning outcomes, help inform the course instructors of their individual effectiveness. Periodic student surveys and student evaluations of instruction provide additional evaluative information. Collective assessments and data analysis of a number of sections in a discipline provide each discipline with an overview of the performance achievements (or lack of achievements) at the course level. The interactions and potential impacts of student services courses and programs with specific disciplines are also assessed (IB.7.2-4).

The extent to which the diverse motivations and objectives of the college's student population are met effectively by Skyline College is also addressed by the SLOAC Framework. The major student goals of academic degrees, vocational certifications, academic transfer preparation, and personal development and enrichment are separately and integratively assessed.

The interconnected nature of all the components of the college community is addressed and assessed for their respective contributions and supportive roles in promoting the success of diverse student groups. The Institutional Planning Committee and the Office of Planning, Research and Institutional Effectiveness offer leadership and expertise in conducting institutional-level assessments relative to the college's effectiveness in providing a diverse student body with a quality educational experience (IB.7.1, IB.7.5-7).

Specific elements that illustrate systematic evaluative processes include program review, the Balanced Scorecard, and the Year-End Report of Goals. The SLOAC Framework places program reviews at the intermediary level, whereas the Balanced Scorecard and Year-End Report of Goals are concerned with institutional level performance. Other assessment tools include the periodic student and employee surveys conducted by the Office of Planning, Research and Institutional Effectiveness. Although not presented as a specific instrument for review and evaluation, the Education Master Plan reflects the conclusions of existing assessment methods in its delineation of strategies, expectations and plans of actions (IB.7.5-7).

Currently, the college is also involved in the Foundations of Excellence in the First Year Experience project. The one-year self study commenced in fall 2006 and is anticipated to

be completed in May 2007. The project will produce an intentional and integrated plan for strengthening programs/services to increase the success of students with 0-30 units.

The Office of Planning, Research, and Institutional Effectiveness serves as the clearinghouse for questionnaires and surveys in order to maintain consistency in the assessment process. It also serves as the central point of communication regarding research initiatives and assessment results.

With regards to the vision and mission statements, the primary entity for review and revision will be the Institutional Planning Committee (IPC). However, as the IPC is a reflection of most of the other components of the college community, its evaluations and recommendations can arise from any segment of the college. The network and interconnectivity of the IPC within the SLOAC Framework ensures that its recommendations for review and possible revisions will engender a campuswide dialogue (IB.7.5-9).

Self-Evaluation

The college meets this standard. Not only has Skyline College formulated and begun implementation of an effective and integrated approach to systematically reviewing the itself as a learning institution through the SLOAC Framework, but the college has integrated into most evaluation processes an assessment of each process itself (IB.7.1). For example, while program reviews for both instruction and student services have definitely resulted in program improvements and innovations (IB.7.10), the program review process itself has been evaluated and modified, and the college will continue to do so using mechanisms built into the program review process itself.

Planning Agenda

None.

Evidence:

IB.7.1	SLOAC Framework flowchart and beta document, p. 7-10.	http://www.smccd.edu/accounts/skysloac/framework.html
IB.7.2	Official course outlines of record	http://www.smccd.edu/accounts/skycurr/forms.html
IB.7.3	Student Campus Climate Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Focus%20Group%20Study%202005/focus_group_exec_sum.pdf
IB.7.4	Employee Voice Survey	http://www.smccd.edu/accounts/skypro/Surveys

		%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf
IB.7.5	Balanced Scorecard	http://www.smccd.edu/accounts/skypro/balanced_scorecard/home.htm
IB.7.6	Year-End Report	http://www.smccd.edu/accounts/skypro/planning/year-end%20reports/Year_end_report_200506.pdf
IB.7.7	Education Master Plan	http://www.smccd.edu/accounts/skypro/Ed%20Facilities%20Master%20Plan%2006/Skyline%20Education%20Plan%20Report%20vr3.pdf
IB.7.8	Office of Planning, Research and Institutional Effectiveness	http://www.smccd.edu/accounts/skypro/home.html
IB.7.9	Institutional Planning Committee	http://www.smccd.edu/accounts/skypro/IPC/index.htm
IB.7.10	Program review website	http://www.smccd.edu/accounts/skycurr/Program_Review/Program%20reviews.html