

Institutional Self Evaluation Report Draft

Part H: QFE: Quality Focus Essay

Skyline College Promise

Identification of Quality Focus Projects

The Skyline College mission is “To empower and transform a global community of learners.” Skyline College has a rich diversity of students serving a student body that is 18% Filipino; 20% Hispanic; 18% White Non-Hispanic; 17% Asian; 21% Multi-ethnic; 3% African-American; 1% Pacific Islander; 0.2% American Indian/Alaskan Native; and 1% unreported. Honoring the communities from which students come is a paramount value and practice for Skyline College. The diversity of the student body and all of the rich cultural and historical stories that enrich the College teach us how to be humble and grounded in the local community.

As such, Skyline College has a long history of working through a lens of critical consciousness, praxis, and leadership rooted in equity and social justice. Driven by data-informed practices, Skyline College faculty, staff, administration, and students worked over three years to establish the Comprehensive Diversity Framework in 2013, which outlined the College’s commitment to social justice and academic excellence.

Through the work of the Comprehensive Diversity Framework, the College discovered and took ownership of its shortcomings in what we called our “Brutal Truths.” More recent critical inquiry based on data and the ISER revealed concerns to be addressed by the QFE. All completion data presented are based on the fall 2015 first-time student cohort with a declared goal of degree, certificate and/or transfer:

- First-time Skyline College students’ overall three-year associate’s degree graduation rate is 13%, 17% for FT students and 6% for those starting out less than full time.

First-time Student Cohort Persistence and Associate Degree Graduation Data for Fall 2015 Cohort

Unit Load	First-Time Students in Fall 2015	Enrolled at Skyline Fall 2016	Enrolled in SMCCCD Fall 2016	Earned a Degree By Spring 2018
Full-Time	608	79.1%	83.7%	17.1%
Less than Full-Time	342	62.3%	67.3%	6.4%
Total	950	73.1%	77.8%	13.3%

Table 1: First-time student cohort persistence and associate degree graduation data for fall 2015 cohort, filtered for students with an educational goal of degree, certificate, and/or transfer.

- Significant differences exist in the three- year completion rates among ethnic/racial groups: Asian 17%, African-American 3%, Filipino 12%, Hispanic 10%, Pacific Islanders 6%, White Non-Hispanic 15%, Multi-Ethnic 14%¹.
- First- -time student first year fall-to-fall retention within the District rate stands at 78% overall, with significant differences when disaggregated by racial/ethnic groups: 87% Asian, 80% Filipino, 77% White, 47% Black, 78% Hispanic, 66% Pacific Islanders².

While Skyline College students need only 60 units to attain an associate degree or transfer, associate degree graduates completed an additional 15 units on average, adding unnecessary student time and expense. They attempted 87 units and completed 75, for a completed-to-attempted ratio of 85%, based on aggregation of associate degree completers from spring 2016, 2017 and 2018. Our institutional culture and leadership lens is focused on closing these opportunity gaps (with a deliberate focus on race, class, and gender) such that inequities in student completion are diminished. We call this intentional and deliberate effort the Skyline College Promise: “A commitment to empower students to find success at every point in their educational journey, so that they can get in, get through, and graduate on time.”

The Skyline College Promise is rooted in the idea that more must be done to remove systemic barriers facing students to achieve their educational goals, to encourage full-time enrollment, to address financial obstacles, to establish clearer pathways to degree completion, to provide better wrap-around services to meet student needs, and support the intellectual and emotional growth of students through transformative learning experiences.

We realize that to achieve the Skyline College Promise:

- Effective equity-minded efforts must integrate all aspects of the institution;
- Responsibility for identifying barriers and transforming structures must be coordinated and shared; and,
- Shifting our educational paradigm begins by creating an institutional culture that is reflective, inclusive, and practices critical inquiry.

As a result, Skyline College has undertaken a holistic, integrated, and systemic transformation of its structures, processes, and culture that we call the Comprehensive College Redesign.

The goal of the Comprehensive College Redesign is to disrupt “business as usual” and empower every member of the faculty, staff, and administration, in

¹ Pacific islander and African-American student outcomes based on aggregation of Fall 2014 and Fall 2015 data due to small n.

² Ibid.

partnership with students, to engage in critical reflection and evaluation of institutional policies, practices, and procedures, thereby promoting deeper engagement, more innovative approaches, a constantly evolving consciousness, and a greater likelihood for praxis and transformation. In short, we are replacing “college-ready” mental models with “student-ready” institutional structures and culture.

Although the work of the Comprehensive College Redesign began two years ago, the need to bring our work to scale is still evident. Thus, we chose to focus the QFE on our efforts to improve student success and alleviate barriers to achievement. This work will be completed, as outlined below, through **three signature components**:

- Meta-majors and Guided Pathways
- Transformative Teaching and Learning
- Promise Scholars Program

Through the generation of the ISER, the College recognized which areas can be leveraged to support the Comprehensive College Redesign, and by extension student learning. They are as follows:

Standards from which the QFE Emerged	Connection to the Comprehensive College Redesign
IB3: Institution Set Standards for Student Achievement	Increase degree completion and overall success by enhancing instructional programs and student support services
IB4: Assessment Data Used	Use data to Inform and evaluate the Comprehensive College Redesign
IIA7: Effective Teaching Methodologies	Advance high impact practices integral the Comprehensive College Redesign to support the institutionalization of reflective and thematic pedagogy, and other high impact practices
IIA12: General Education	Re-imagine how GE courses can better serve students by aligning content with meta-majors and/or other pathways
IIC1: Evaluation of Student Support Services	Enhance and scale up the Promise Scholars Program, a student support model that includes dedicated counseling, as well as academic and financial support
IIIA14: Professional Development	Provide professional development central to the Comprehensive College Redesign in collaboration with the Center for Transformative Teaching and Learning

Meta-Majors and Guided Pathways

Desired Goals/Measurable Outcomes

Given the comprehensive nature of the three signature components' impact, many of the following goals are the same as existing ones in the College Scorecard that relate to both the College's Strategic Goals and Initiatives and the California Community College Chancellor's Office Vision for Success. The College Scorecard is regularly reviewed to inform planning and resource allocation and, therefore, ensures that the Comprehensive College Redesign is a central focus of campus-wide dialog.

- Increase the three-year associate degree completion rate among first-time, full-time students.
- Decrease the average number of units attempted by associate degree completers.
- Increase the percentage of first-time-in-college students completing a Student Educational Plan (SEP) (defined as the % of SSSP non-exempt students completing SEP in first year).

Through a multi-year college-wide process, Skyline College has made significant progress creating components of Guided Pathways: Meta Majors, intentional course sequences, and tying student success milestones to progress through completion. Our Meta Majors—Arts, Languages, & Communication; Business, Entrepreneurship, & Management; Science, Technology, & Health; and Society & Education—were designed and named by incorporating student feedback into the process. Intentional course sequences were designed by instructional and counseling faculty, with career counselors contributing student development benchmarks, so as to support navigation toward completion.

Now that structures are in place, the institution needs to focus on the implementation, campus-wide, of these efforts.

Action Steps for Implementation: Meta-Majors and Guided Pathways

Activity	Description of Work	Responsible Party	Timeline
Continue to develop intentional course sequences	Map GE courses into intentional course sequences informed by student feedback and GE efforts.	Counseling faculty, Design Team co-leads, GE committee, instructional faculty, and students	Fall 2019
Establish a continuous review and update process for Meta Majors and Guided Pathways	Determine the processes and structures that will ensure: <ol style="list-style-type: none"> Continued placement of degrees/certificates into Meta Majors All parts of the intentional course sequences are up-to-date Names and groupings of degrees/certificates are still relevant to students Meta Major and Guided Pathways supports are updated and integrated with new initiatives 	TBD	Fall 2019
Redesign marketing efforts for Meta Majors and Guided Pathways	Review current marketing materials and incorporate student feedback/design ideas to create new marketing efforts (e.g., website, apps, flyers) that ground the students' experiences in the framework of Meta Majors and Guided Pathways.	ASSC, Design Team co-leads, Design Team, MCPR, students	Fall 2019 – Spring 2020
Further refine career and academic benchmarks for each degree program	Engage various stakeholders in review and continued conversation about specific career and academic benchmarks, events and supports for each program.	Career development, Counseling faculty, Design Team co-leads, instructional faculty, Learning Commons, students, and Transfer Center	Spring 2020
Evaluate Meta Majors and Guided Pathways	Determine data collection methods, analysis process, and reporting mechanisms that will be used to assess if Meta Majors, Guided Pathways and counseling redesign are meeting students' needs and leading to student success.	Administrative Leadership Team, Counseling faculty, Dean of Counseling, Design Team, Design Team co-leads, MCPR, and PRIE	Fall 2019 - ongoing
Continued integration of faculty around Meta Majors and Guided Pathways	Engage both counseling and instructional faculty in conversations and professional development activities around the “student experience,” support team concept, and Meta Major programming.	Administrative Leadership Team, Counseling faculty, Design Team co-leads, instructional faculty, Professional Development Coordinator	Fall 2019 - ongoing
Continue to develop the Meta Major experience	Coordinate various stakeholders that offer current campus programming (e.g., transfer events, career nights, experiential events, etc.) and engage them in conversations and collaborative planning, scheduling, and budgeting, to create a holistic and integrated student experience.	Dean of Counseling, Design Team, Design Team co-leads, Career Center, Transfer Center, Promise Scholars Program, Equity and Support Programs, Learning Commons, Outreach	Fall 2019 - ongoing

Transformative Teaching and Learning

Desired Goals/Measurable Outcomes

- Increase course success rates overall and across all modalities (e.g., online, hybrid, face-to-face).
- Achieve equity by eliminating disparities in academic performances among ethnic, racial groups, and engage in a continuous process of monitoring and ameliorating equity concerns.

The Comprehensive College Redesign focuses on the responsibility of every employee to help create and support an institutional culture that is reflective and inclusive, engages a listening stance, and practices critical inquiry. Ultimately, no matter what position an employee has on campus, it is an opportunity for teaching and learning. As such, the College defines transformative teaching and learning as *“embracing the limitless potential of all learners in a co-creative, relevant, and innovative environment that fosters curiosity and critical thinking and gives space to lived historical and cultural identities to change lives and communities.”*

Therefore, the College has committed itself to the development and incorporation of curriculum bundling, assessment methods, and campus-wide pedagogical practices that will inform transformative interactions between all employees and students, while providing all learners the context for making relevance and meaning of their educational experience. To achieve this, we created a number of inquiry teams to investigate, recommend, and help implement transformative teaching and learning practices.

Additionally, the Center for Transformative Teaching and Learning (CTTL) will lead our College through campus-wide professional development efforts to ensure the institutionalization of the transformative practices researched and developed by the work teams. The Student Equity and Support Programs Division will further support this signature component through its semester-long Equity Training Series where faculty, staff and administrators convene monthly for training and action-research to both increase consciousness of biases due to race, gender and class, as well as to promote a more equitable campus culture.

Action Plans for Implementation: Transformative Teaching and Learning

Activity	Description of Work	Responsible Party	Timeline
Further infuse equity pedagogy into instruction, academic services, and student services through equity training series	Provide all employees the requisite equity training needed to sustain the new institutional design and approach.	Deans, Dean of Equity, CTTL Director	On-going
Align CTTL strategic plan with College Redesign in order to advance transformative pedagogical practices	Coordinate with HIPs & GE Teams, and service learning to develop a professional development plan to support the institutionalization of reflective and thematic pedagogy, and other related practices.	CTTL Director & staff, HIPs Team, GE Team	Fall 2019
Creation of student group	Form a student group that is representative of the College demographics, whose role will be to collaborate on design, engage the student body for feedback, and support the implementation of design components.	Design Team co-leads	Fall 2019 (establishing) Ongoing
Determine service earning model to be integrated into the redesign efforts	Present proposal to Design Team about the recommended service learning model.	Community of Practice	Fall 2020
Implement thematic GE bundles	Continue campus-wide engagement in determining themes, and identify courses associated with each theme.	GE Redesign Team; Design Team co-leads	Fall 2021
Scale e-portfolio	Select software, as well as determine where in the Meta Major/GE thematic model e-portfolio's will be utilized.	HIPs Team; Design Team co-leads	Fall 2021

Promise Scholars Program (PSP)

Desired Goals/Measurable Outcomes

- The PSP three-year graduation rate will be double that of a comparative Skyline cohort.
- Fall to fall retention for PSP students will exceed the rate for a comparative Skyline cohort.
- Reduce equity gaps in educational goal completion for disproportionately impacted student groups participating in the program.
- Increase earned units of participating students' year-to-year in comparison to non-participating students.

Skyline College is committed to addressing issues that impact students' ability to access, enter, progress, and successfully achieve their educational goals. After studying innovative initiatives in higher education, the College chose to replicate CUNY's Accelerated Study in Associate Programs (ASAP) as a way of improving completion by reducing key financial barriers and redesigning counseling and guidance systems.

In fall 2016, Skyline College began to pilot the ASAP model within the culture and structure of the College, calling the initiative the PSP. Students are provided focused counseling support, a scholarship for one full year of tuition, free textbooks through the library, and fee waivers to reduce college expenses. The College brought the replication to scale in 2017-2018, offering workshops on topics such as careers and career benchmarks, navigating school, and socioemotional aspects affecting achievement like resilience, motivation, and grit.

As of fall 2018, the PSP has reached full replication status and has expanded to include a director and eight counselors (PT and FT). As many students have multiple College identities, such as EOPS and TRiO, as well as learning communities like Puente, CIPHER, ASTEP, and Kababayan, PSP collaborates with other programs to assist students using a needs-based, case-load counseling approach.

Beginning in fall 2018, all Promise Scholars receive financial support consisting of up to three years of fee waivers, textbook vouchers, and monthly transportation incentives. Promise Scholars also receive priority registration, blocked GE courses, required tutoring for students experiencing challenges in their academic coursework, and dedicated counselors with small caseloads in both 1-to-1 and group counseling session formats, based on a tiered support model.

The College looks to stabilize the total number of Promise Scholars at 750, approximately 80% of all full-time, first-time-in-college students eligible for the program.

Action Plans for Implementation: Promise Scholars

Activity	Description of Work	Responsible Party	Timeline
Scale impactful features and components of PSP to the general student population.	Work in conjunction with the Counseling Division to scale tiered-support model, and develop strengthened coordination between instruction and student services.	PSP Director, Dean of Counseling	Ongoing
Compare program participants' results with non-participants' results to determine which components of the PSP leads to increased student success.	Develop criteria for a meaningful comparison group for PSP participants, and compare student success indicators, including: <ol style="list-style-type: none"> 1. Retention rate 2. Graduation rate 3. Academic measures, including GPA and course success rate 	PSP Director, Dean of PRIE	Spring 2019 (establish comparison group) Ongoing evaluation
Establish evaluation of Skyline College's PSP based on CUNY ASAP protocol	ASAP replication calls for continuous evaluation of student progress and program.	PSP Director, Dean of PRIE, Vice President of Student Services	Fall 2019 – Spring 2020
Collaborate with Categorical Programs & Learning Communities to provide a more integrated PSP experience for students	Develop protocol for ensuring program compliance across EOPS, TRiO and PSP to allow students the opportunity to participate in and benefit from all programs they are both eligible for and willing to participate in. Categorical, PSP and Learning Communities leadership will meet regularly to establish protocols and troubleshoot challenges as they arise.	PSP Director, Directors of Categorical Programs & Learning Communities, Vice President of Student Services	Fall 2019 – Spring 2020
Build technological capacity for data tracking, enrollment, engagement, & student progress toward completion	Develop system for reliably analyzing student-level and cohort-level data, based on counseling engagement, and course success. This includes developing a short-term plan for combining student data from SARS and Banner, and a long-term plan for building relevant dashboards for the PSP during CRM implementation.	PSP Director, Dean of PRIE, Dean of Enrollment District IT staff, District VP of PRIE	Fall 2019 – Fall 2022

Assessment Plan to Evaluate Outcomes

The final outcomes of the QFE are derived in large part from metrics based on the College Scorecard. Specific benchmarks particular to the College Scorecard will be determined in fall 2019 through the governance process. Results will be reviewed annually by various constituencies including the Design Team, Institutional Effectiveness Committee, Strategic Planning and Allocation of Resources Committee, College Governance Council, and President's Cabinet. Should annual progress not meet benchmarks, leaders of the signature programs will collaborate with the Design Team co-leads, the Director of Guided Pathways and Comprehensive College Redesign, the Design Team, and Cabinet to make adjustments. A final report on the Comprehensive College Redesign will examine student success and achievement based both on the individual components of the signature programs, as well as a holistic, integrated assessment of institutional change stemming from this initiative to improve student learning.

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