

Institutional Self Evaluation Report Draft

Standard II: Student Learning Programs and Support Services

II.A. Instructional Programs

- II.A.1** All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (Eligibility Requirements 9 and 11)

(Appropriateness of Instructional Programs)

Evidence of Meeting the Standard

Regardless of delivery or location, all instructional programs at Skyline College are consistent with the College Mission-Vision-Values (MVV) Statement and culminate with student attainment of Student Learning Outcomes (SLOs), degrees, certificates, employment or transfer. The College has a variety of mechanisms in place that ensure this.

The wide range of degree and certificate programs at Skyline College ([SC-Catalog-DegreesCertificates-2018-19](#)) are consistent with the College's MVV "as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education, Associate of Arts and Science degrees, a Baccalaureate degree...." ([SC-Website-MVV-20180913](#)). They include courses offered in the traditional, hybrid, and online formats in an effort to meet another aspect of the College's MVV that promises open access ([SC-Website-MVV-20180913](#)). Likewise, the College meets this part of its MVV with dual enrollment courses that allow students to receive both high school and college credit for specific courses taken at their high school and a Bachelor of Science in Respiratory Care program ([SC-Website-Outreach-DualEnrollment-20181121](#), [SC-Website-RCBS-20181101](#)).

The first way that the College assures that its programs are in alignment with the College MVV and are appropriate for an institution of higher education is by the course and program review and approval process in accordance with the Curriculum Handbook ([SC-CurriculumHandbook-CurriculumApprovalDiagram-2017-18](#)). This process involves faculty origination, division representative review, division dean review, technical review, Curriculum Committee review, Vice President of Instruction approval, and Board of Trustees approval, after which curriculum is then forwarded to the California Community Colleges Chancellor's Office (CCCCO) State Curriculum Inventory for approval. The

curriculum approval process also requires that SLOs are reviewed and approved for all courses and programs. A three-year SLOs assessment cycle, initiated in fall 2016, requires that all course SLOs are assessed every three years. The outcomes assessment model is based on continuous dialog to ensure a systematic, ongoing cycle of assessment ([SC-Website-SLOAC-Department3YearAssessmentPlans-20180328](#); [SC-SLOAC-Framework-Fall2018](#), p. 5).

Second, all approved programs have clearly defined Program Student Learning Outcomes (PSLOs) which connect to the Institutional Student Learning Outcomes (ISLOs) developed out of the College MVV ([SC-Website-PSLOs-ACTG-20190317](#); [SC-Website-SLOAC-ISLOAssessments-20190317](#)). This information is published in the College Catalog, along with other relevant information, such as information about gainful employment.

Third, program review—both the yearly Annual Program Plan (APP) and the Comprehensive Program Review (CPR) which occurs every six years—also ensures that all instructional programs regularly examine student attainment of SLOs, degree and certificate achievement, and employment and transfer goals. Further, programs that are designated Career and Technical Education (CTE) programs have advisory boards and must provide labor market information and gainful employment information as part of their program review process ([SC-Website-ProgramReview-20190206](#); [SC-Website-ProgramReviewSubmissions-20180529](#)). One example that indicates College instructional programs are culminating in degree and certificated achievement is that in the 2017-2018 academic year, Skyline College awarded 863 degrees and 412 certificates ([SC-FactSheet-2017-18](#)).

Finally, instructional programs at Skyline College provide transfer pathways, as evidenced by the articulation agreements the College has with many University of California (UC) and California State University (CSU) campuses and private universities ([SC-Website-TransferCenter-ArticulationAgreements-20190317](#); [SC-Catalog-2018-19](#); [SC-Catalog-TransferDegrees-2018-19](#)). Current initiatives through the Skyline College Promise's guided pathways seek to make the transfer process more "student ready."

Baccalaureate Degree in Respiratory Care

The Bachelor of Science in Respiratory Care abides by the review processes described in the preceding paragraphs. Its field of study clearly aligns with the mission of the College "to empower and transform a global community of learners." In particular, the degree directly addresses the goals of open access, academic excellence, and community partnerships by providing an academic preparation opportunity leading to career advancement for Associate in Science in Respiratory Care graduates.

Begun in fall 2016, the Bachelor of Science in Respiratory Care is designed to respond to the needs of a changing industry in which Respiratory Care practitioners increasingly take on responsibilities formerly conducted by physicians, requiring a greater level of critical thinking and analytical skills. In addition, the Bachelor of Science offers students a greater ability to advance to management and leadership roles within the profession, to become advanced caregivers, to conduct health related research, and to become educators in the field ([SC-Website-RCBS-20181101](#)).

Evaluation

The College meets the standard. Through clear and systematic processes, all courses and programs at Skyline College—regardless of location or means of delivery—are offered in fields of study aligned with the College MVV Statement. Regular evaluation of all instructional programs takes place through the curriculum process, the three-year SLO assessment cycle, and the APP and CPR processes. Through the curriculum process, the development and reexamination of SLOs occurs for all courses, degrees, and certificates. The thoroughness of these evaluation processes include the review and assessment of MVV alignment and SLO attainment. Evaluation also includes examination of how successful programs are in helping students achieve their degrees, certificates, employment and transfer goals.

Improvement Plan

None

- II.A.2** Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. **(Contents and Methods of Instruction)**

Evidence of Meeting the Standard

Skyline College faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations by means of processes set forth by the Curriculum Committee and a strong curriculum approval process. The Curriculum Committee is responsible for ensuring that all courses and programs meet Title 5 requirements of the California Code of Regulations (CCR). The Curriculum Committee approves new programs, degrees and certificates and the recommended general education requirements; coordinates with the District Curriculum Committee; and provides college-wide curriculum direction. Faculty determine the need for new and modified courses through their direct experience with students, their work with advisory committees, their attendance at professional discipline meetings and other activities they undertake to keep current in their disciplines. Input is often sought from colleagues at other institutions, especially those where Skyline College students transfer, to make certain that these students will continue to be successful ([SC-CurriculumHandbook-2017-18, p. 14](#)).

Systemic evaluation of all courses, programs, and directly related services is done through the program review process, which is now situated in the Strategic Planning and Allocation of Resources Committee (SPARC). This process ensures that all programs regularly review their curriculum through the Curriculum Committee, assess their student learning outcomes with guidance from the Institutional Effectiveness Committee (IEC) and review their program data collected by the Office of Planning, Research and Institutional Effectiveness (PRIE). Programs develop APPs yearly and undergo CPRs every sixth year in order to assess their program's current state, consider the environment in which the program exists, and develop strategies to enhance program effectiveness ([SC-Website-ProgramReview-CPR-20180925](#)). Participation by both full-time and part-time faculty is encouraged in these processes ([SC-Email-AdjunctParticipation-20190320](#)).

Faculty, including part-time or adjunct faculty, act to continuously improve instructional courses and programs through SLO assessment to assure currency, improve teaching and learning strategies, and promote student success ([SC-Email-AdjunctParticipation-20190320](#); [SC-Email-KAD-MeetingNotes-20180817, p.3](#)). Departments develop assessment plans to evaluate course SLOs on a three-year cycle ([SC-SLOAC-Framework-](#)

[Fall2018](#)). Assessment results are used to help identify trends in student performance, retention, and success and the relevance and connection of student learning outcomes, and to promote faculty to implement new pedagogies and teaching strategies. The Center for Transformative Teaching and Learning (CTTL) offers faculty and staff an opportunity to learn new pedagogies and teaching strategies. Each semester the CTTL develop and provides a menu of professional development and continuing education. Faculty can also request and lead workshops ([SC-Website-CTTL-20180418](#)).

Evaluation

The College meets the standard. The faculty-led curriculum review process ensures that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Programs undergo CPR every six years; while the Strategic Planning and Allocation Resources Committee reviews the CPR, all curricular changes are reviewed by the Curriculum Committee, who make recommendations as needed. The department three-year assessment process also helps ensure currency, improve teaching, and promote student success. A rich professional development program through the CTTL further supports professional growth of faculty.

Improvement Plan

None

- II.A.3** The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline. **(Student Learning Outcomes Assessment)**

Evidence of Meeting the Standard

The College identifies and regularly assesses the SLOs for courses, programs, the institution, certificates, and degrees and assesses student achievement of those outcomes through established institutional procedures. Outcomes assessment results are integrated into program review, as described below. Resources are available for faculty and staff to engage in outcomes assessment, including a Coordinator of Institutional Effectiveness and SLOAC coaches, as well as website resources ([SC-Website-SLOACCoaches-20181019](#)). The Skyline College SLOAC website was cited as a model of communication on the splash page for the National Institute for Learning Outcomes Assessment in 2018 ([SC-Website-SLOAC-20190318](#); [NILOA-Website-20181010](#)). The website was noted for clearly presenting information on student learning outcomes assessment and/or results, using layperson's language and contextualized examples.

Course-level SLOs are developed and assessed by discipline faculty. One hundred percent of courses have SLOs, as required by the Curriculum Committee ([SC-CORWritingGuidelines-201609](#)). Assessment of SLOs for all active courses takes place on a three-year cycle ([SC-Website-SLOAC-Department3YearAssessmentPlans-20180328](#)). Faculty create an assessment plan for course SLOs, identifying the assessment methods, scoring methods, and minimum acceptable performance for each one. Faculty then upload the plan to an online platform called TracDat, which is the central repository for all the assessment plans and results ([SC-SLOAC-Framework-Fall2018](#), pp. 24-27; [SC-Website-SLOAC-AssessmentExamples-20180731](#)). To complete the assessment cycle, program faculty analyze the assessment results and then create an "action plan" to determine, for example, what changes to pedagogy or assessment are warranted and/or what additional resources are needed to implement the changes. They use TracDat, an online repository, to record the full assessment cycle so the information is available for program reviews, both APPs and CPRs ([SC-SLOAC-Framework-Fall2018](#), pp. 27-29; [SC-APPPrompts-2016](#)).

In addition to assessment and analysis at the course level, assessment and analysis takes place at the program level. One hundred percent of degree and certificate bearing programs have PLSOs summarizing the essential skills, knowledge and attitudes that a student achieves after completing the program. PSLO assessment is typically achieved by aligning and applying course level

assessment data to the PSLOs. The central questions answered through assessing PSLOs is the extent to which students are achieving the PSLOs and how the curriculum contributes to student success at the program level. “Rolling up” the course level assessment results to the PSLOs enables faculty to identify patterns and draw conclusions about how well the program curriculum achieves its intent for student success; the analysis is then recorded in TracDat, and referenced in the CPR ([SC-SLOAC-Framework-Fall2018](#), pp. 45-48; [SC-CPRPrompts-2016](#); [CHEM-CPR-2017](#), [COMM-CPR-2016](#), [COSM-CPR-2017](#)).

At the institutional level, the process of creating, assessing, analyzing, and revising student learning outcomes is accomplished through college-wide, collaborative planning. The College last reviewed and revised the ISLOs in 2016; the ISLOs derive from the AA/AS degree requirements: Effective Communication, Critical Thinking, Information Literacy, Citizenship, and Lifelong Wellness ([SC-ISLOs-2015-16](#)). The Office of PRIE coordinates ISLO assessments with faculty from multiple disciplines, and publishes the subsequent analysis of results for discussion and action by relevant departments and services. Through the CPR process, departments consider how their respective disciplines contribute to students’ fulfillment of the ISLOs and how to improve students’ fulfillment ([SC-Website-SLOAC-ISLOAssessmentResults-20180529](#)).

ISLOs are assessed with a direct measure using a common rubric, which enables faculty to have a common language and criteria around assessment. Faculty assess one or two ISLOs per academic year until each of the five is assessed across the disciplines. Select faculty whose courses map up to the ISLO that is scheduled to be assessed use the common rubric to evaluate students’ work within their disciplinary framework. IEC discusses the assessment results at a Town Hall open to the entire campus and typically co-hosted by the Academic Senate. Departments also discuss the results as they complete their CPRs ([SC-Website-SLOAC-ISLORubrics-20190318](#), [SC-ISLOResults-Citizenship-SP2017](#), [SC-ISLOResults-CriticalThinking-SP2016](#), [SC-ISLOResults-EffectiveCommunication-FA2015](#), [SC-ISLOResults-InformationLiteracy-FA2016](#), [SC-ISLOResults-LifelongWellness-FA2014](#)). The indirect measure used to assess ISLOs is the Community College Survey of Student Engagement (CCSSE), which measures student engagement on a variety of dimensions including institutional perceptions and student behaviors ([SC-ISLOResults-CCSSE-CTEC-SP2017](#)).

The College includes these SLOs on all officially approved current course outlines. The Curriculum Committee Handbook, a resource for faculty to use when creating or modifying a Course Outline of Record (COR), outlines the role of SLO assessment and instructions for how to write them. Whenever a COR is submitted to the Curriculum Committee, it goes through the technical review

process; members of the Curriculum Committee include faculty division representatives who review all parts of the COR including the course-level SLOs and their connection to the course objectives and course content ([SC-Website-CurriculumCommittee-20181001](#), [SC-CurriculumHandbook-2017-18](#), [SC-CurriculumHandbook-SLOs-2017-18](#)). Faculty inform students about SLOs by distributing the course syllabi and/or CORs for each class section ([ASL100-Syllabus-Fall2018](#); [ASL100-COR-201412](#)).

Baccalaureate Degree in Respiratory Care

This same procedure for course and program-level student learning outcomes assessment also applies to the Bachelor of Science Respiratory Care. In addition, the Respiratory Care Associate of Science Program tracks the number of graduates that obtain the RRT credential, and obtain gainful employment ([SC-Website-PSLOs-RCAS-20190314](#)). Such an approach is typical for career technical education programs that require licensure.

Evaluation

The College meets the standard. Skyline College has a continuous, sustainable assessment process for course, program, and institutional student learning outcomes. The assessment process ensures that learning outcomes are assessed at all levels—course, program, and institution—and assessment is integrated through collaborative, college-wide planning, and supports the College MVV. The process includes identifying student learning outcomes, assessing and reflecting on those outcomes, and implementing changes for improvement as needed.

Improvement Plan

None

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. **(Pre-Collegiate Level Curriculum)**

Evidence of Meeting the Standard

Skyline College offers pre-collegiate level curriculum that is distinguished from college-level curriculum. The pre-collegiate coursework supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.

The College offers programs designed for high school students to experience pre-collegiate curriculum. One is Jump Start, a six-week summer program designed to help junior-level high school students with college potential upgrade their skills in English, math, critical thinking, and college success skills. Students receive concurrent enrollment at Skyline College, receiving college credit for the courses they take when they complete the program. The Jump Start Program curriculum includes the following pre-collegiate curriculum: English 819, Math 819, and LSKL 800 ([SC-Website-Outreach-Jumpstart-20181121](#)).

Another is dual enrollment through Skyline College, which enables high school students to earn college credit while at the high school ([SC-Website-Outreach-DualEnrollment-20181121](#)). Students receive both high school and college credit for specific courses taken at their high school. Dual enrollment courses are currently available to students at the local feeder schools: Jefferson Union High School District, South San Francisco Unified High School District, and San Mateo High School District. Pre-collegiate dual enrollment is available for the following schools:

| School District | High School | Pathway |
|---------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jefferson Union High School District | Terra Nova High School | Pathway: Automotive Technology / Transportation Pre-collegiate Course: AUTO 710, Automotive Technology |
| South San Francisco Unified School District | Baden Alternative High School | Pathway: College Success and Career Exploration Pre-collegiate Course: COUN 101, Prep for College |
| South San Francisco Unified School District | South San Francisco High School, El Camino High School | Pathway: Biotechnology Manufacturing / Biotechnology Pre-collegiate Courses: BTEC 400, Foundations of Biotechnology; BTEC 170, Principles of Applied Bioscience; BTEC 171, Laboratory Principles of Applied Bioscience |

| | | |
|--------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------|
| San Mateo School District | Mills High School | Pathway: Gateway to Health Careers Pre-collegiate Course: HSCI 180, Gateway to Health Careers |
| Jefferson Union High School District | Terra Nova High School | Pathway: Automotive Technology / Transportation Pre-collegiate Course: AUTO 710, Automotive Technology |

And the third now discontinued program is the Career Advancement Academy, an introductory, pre-collegiate curriculum overview in career technical areas of focus ([SC-Schedule-CAA-FA2016, P.35-39](#)). Specifically, the Automotive Technology Career Advancement Academy provided students with the necessary, hands-on instruction and skills they needed to begin a career in the automotive industry. Upon completion of this one-semester program, students received the Entry Level Automotive Technician certificate and met the prerequisites for application to the full-time automotive program. The CAA programs were discontinued as of June 2018 due to the ending of state funding.

The College Success Initiative (CSI) committee, funded by the now-defunct CCCCCO Basic Skills Initiative, developed and implemented a comprehensive developmental education program that facilitated the transition of students into and through degree, certificate, and transfer courses and programs. Basic Skills courses are offered in the Language Arts (English 846 and ESOL 820-840, 852-854; and 872-875) and Science/Mathematics/Technology (Math 811, 120, 190) divisions. Additional services that interface with instructional programs include the Differential Learning Skills Program and The Learning Center (TLC) (including the Basic Skills Lab, the Math Lab and the Writing and Reading Lab).

Since AB705 ([CCCCO-Website-AB705-20190325](#)) took effect in January 2018, all California Community Colleges must now maximize the probability that a student will complete transfer-level coursework in math and English within a one-year timeframe. Skyline College is adjusting pre-collegiate offerings to align with this new mandate. One level of pre-collegiate math is offered that supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. In contrast, English coursework only will be offered at college level. Both are AB 705 compliant, as they ensure that the vast majority of students will complete college-level math and English within a maximum two semesters.

Evaluation

The College meets the standard. High school programs such as Jump Start continue to support students with pre-collegiate opportunities while attending Skyline College. Due to the shift in state funding and reallocation of funds, the

Career Advancement Academy and Basic Skills Initiative have been discontinued as of the end of spring 2018. The College will be implementing AB 705 for fall 2019, and as a result, will continue to adjust the math and English pre-collegiate courses to align with the mandate.

Improvement Plan

None

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- II.A.5** The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (Eligibility Requirement 12) **(Academic Degrees and Programs)**

Evidence of Meeting the Standard

Skyline College follows practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning, in the development of degrees and programs. The College ensures that approved programs meet the minimum degree requirements to earn either an associate or bachelor's degree.

The Skyline College Curriculum Committee, a standing committee of the Academic Senate comprised of faculty, administrators, classified staff, and students, maintains a rigorous curriculum course and program approval process. The curriculum review and approval process ensures compliance with state standards, including CCR Title 5 policies.

San Mateo County Community College District (SMCCCD) Board Policies define policies and procedures that, in compliance with Title 5 and other state standards and regulations, address curriculum development, program review, and program viability. Board Policy 6.11 Requirements for Degrees and Certificates states that students must meet requirements set forth in Title 5 to earn an associate degree. An associate degree requires the completion of a minimum of 60-semester units ([SMCCCD-BoardPolicy6.10-201204, Philosophy Criteria AS GE](#)), ([SMCCCD-BoardPolicy6.11-201504, Requirements for Degrees and Certificates](#)), ([SMCCCD-BoardPolicy6.12-201204, Definition Credit Courses](#)), ([SMCCCD-BoardPolicy6.13-201701, Curr Dev, ProgRev, ProgViability](#)).

To assure that courses and programs meet the quality standards identified in the COR, each course and program goes through an extensive review process. At the course and program development stage, both receive a three-level review: (1) Curriculum Committee division representative review, technical review, and lastly Curriculum Committee review and approval. Through the CPR process ([SC-Website-ProgramReview-20190206](#)), courses and programs are reviewed every six years (every two years for CTE programs). The CPR allows faculty to intentionally assess the viability and effectiveness of programs and courses. The SLOAC process ([SC-SLOAC-Framework-Fall2018, Sec 3, pgs. 21-30](#)) includes an assessment and analysis of course, program, and institutional learning outcomes. Findings from participation in the process are used to modify curriculum, programs, and teaching methods.

Baccalaureate Degree in Respiratory Care

The Bachelor of Science in Respiratory Care undergoes the same process of review as all other programs, though with additional consideration for its upper division coursework ([SC-Website-RCBS-UpperDivisionCourseCharacteristics-20190314](#)). The program was established based on standards established by ACJCC and the CCCCO, as outlined in the Baccalaureate Degree Pilot Program Handbook ([CCCCO-Handbook-BSDegreePilotProgram-2016](#)), including the minimum unit requirement of 120 units.

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

Skyline College currently offers a well-established associate's degree program in Respiratory Care that is externally accredited by the Committee on Accreditation for Respiratory Care (CoARC). Lower division coursework requires 48.5 major units and a minimum of 19 units of general education in alignment with CSU G.E. requirements. ([SC-Website-Catalog-RCAS-Courses-2018-19](#)).

The Bachelor of Science in Respiratory Care was developed by discipline faculty with input from the Respiratory Care Advisory Committee, industry employers, and region practitioners. A minimum of 26.5 units of upper division major course work builds upon the lower division major course work. The degree also includes a minimum of 15 units of upper division general education courses in alignment with CSU guidelines. Courses require students to engage in greater depth of study and focus on theory and methods with greater specialization within discipline areas, integrate knowledge and experience gained from earlier studies, and complete assignment that emphasize synthesis and critical thinking. As mentioned previously, students complete coursework through a capstone project developed in collaboration with faculty and community members and aligned with student areas of interest ([SC-Website-Catalog-RCBS-Courses-2018-19](#)).

Skyline College's Curriculum Committee, a subcommittee of the Academic Senate, researched other accredited four-year universities and developed guidelines and requirements for upper division coursework. These guidelines and requirements, once approved, were utilized in development of curriculum for the Bachelor of Science in Respiratory Care. Consultation from the Academic Senate Curriculum Committee was provided throughout the process of development to final approval ([SC-Website-RCBS-UpperDivisionCourseCharacteristics-20190314](#)).

Students entering the Associate of Science in Respiratory Care program complete the program within two years once accepted. The Bachelor of Science in Respiratory Care program is a degree-completion program. Eligible students enter as juniors and must have completed a CoARC accredited Respiratory Care program equivalent to an Associate of Science in Respiratory Care and a minimum of 30 units of the CSU or UC general education pattern ([SC-Website-Catalog-RCBS-Eligibility-2018-19](#)). The degree completion program is delivered in 7 terms and completed within two years ([SC-RCBS-Calendar-2018-20](#)).

Evaluation

The College meets the standard. All Skyline College's degrees and programs follow practices and standards common to American higher education. These standards are codified in the SMCCCD Board Policies and the Skyline College Curriculum Handbook.

Improvement Plan

None

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- II.A.6** The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (Eligibility Requirement 9)
(Course Offerings)

Evidence of Meeting the Standard

Skyline College schedules required courses for certificate and degree completion in a manner that allows students to complete these programs within a period of time consistent with established expectations in higher education. The College is in the process of implementing guided pathways for certificate and degree recommended course sequences ([SC-Website-GuidedPathways-20190301](#); [SC-ComprehensiveRedesignPlan-20180508](#)); guided pathways as a component of the Skyline College Promise is addressed in the QFE. The types of certificates and degrees are listed in the Curriculum Handbook ([SC-CurriculumHandbook-2017-18, pp. 67-68](#)).

Skyline College offers courses in 17-week fall and spring semesters, summer sessions, and in fast-track formats. Courses are offered in traditional, online, or hybrid platforms—allowing various offerings for students to facilitate course completion. The College is offering more online courses to accelerate certificate and degree completion and give students a more flexible way to schedule classes and manage workload. Online and hybrid-learning environments are designed to provide open access.

Required courses for degree or certificate completion are sequentially aligned with program advancement ([SC-CurriculumHandbook-2017-18, p.74](#)). If a program required course is not offered at the current semester or is obsolete to the program, a course substitution is a viable option. A typical reason for submitting a course substitution would be if a student has taken a class no longer offered, the student would have catalog rights for an earlier catalog. In place of the obsolete course, a course substitution is required to complete the certificate or degree ([SMCCCD-CourseSubstitutionPetition-201607](#)).

Course viability is reviewed as part of CPR, which occurs on a six-year cycle ([SC-ProgramReviewSchedule-1998-22](#)). Discipline faculty review all course offerings and determine if modifications, deletions, redesigning and banking are necessary ([SC-CurriculumHandbook-2017-18, p.63-64](#)). This practice ensures that the courses offered continue to be relevant to industry standards.

Baccalaureate Degree in Respiratory Care

The Bachelor of Science in Respiratory Care Program also schedules courses to ensure that offerings are available for students to meet degree requirements in an appropriate time. Courses are scheduled in a pattern that allows students to complete their degree through cohort modeled instruction, over seven terms, and in two academic years (22 months). The following upper division core

courses are required of all students to receive the Bachelor of Science in Respiratory Care. Students are admitted as a cohort, in junior status, and complete courses in a sequenced pattern.

| Year | Term | Course No. | Course Title | Unit |
|------|-------|------------|-----------------------------------------------|-----------|
| One | One | RPTH B10 | Advanced Cardiopulmonary Care | 3 units |
| One | One | RPTH B20 | Advanced Respiratory Case Management | 3 units |
| One | Two | RPTH 30 | Principles of Health Education | 3 units |
| One | Two | COMM B10 | Health Communication | 3 units |
| One | Three | RPTH B40 | Health Care Research Design and Methodology | 3 units |
| One | Three | PHIL B10 | Medical Ethics | 3 units |
| One | Four | RPTH B50 | Respiratory Care Leadership and Management I | 3 units |
| One | Four | SOSC B10 | Public Health Policy | 3 units |
| Two | Five | RPTH B52 | Respiratory Care Leadership and Management II | 3 units |
| Two | Five | COUN B10 | Multicultural Human Relations | 3 units |
| Two | Six | RPTH B15 | Sleep Medicine and Respiratory Care | 3 units |
| Two | Six | SOCI B10 | Intersectionality and Citizenship | 3 units |
| Two | Seven | RPTH B60 | Advanced Neonatal/Pediatric Respiratory Care | 3 units |
| Two | Seven | RPTH B90 | Respiratory Care Capstone Project | 2.5 units |

Some students may be deficient up to 9 units of lower division general education coursework when they enter in junior status. The college schedules these courses as general offerings allowing students to meet requirements every semester ([SC-RCBS-Calendar-2018-20](#)).

Evaluation

The College meets the standard. Program course scheduling and sequencing supports students in completing their academic goals in a period of time consistent with established expectations of higher education.

Improvement Plan

None

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. **(Delivery Modes, Teaching Methodologies, and Support Services)**

Evidence of Meeting the Standard

Skyline College addresses the diverse and changing needs of students by effectively using delivery modes, teaching methodologies and learning support services in support of equity in success for all students. In accordance with the College MVV, the College is committed to the availability of quality educational programs and services for every member of the community regardless of level of preparedness, socio-economic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. The College is also committed to providing students with open access to programs, as well as responsive student services both in person and online, that enable them to advance steadily toward their goals ([SC-Website-MVV-20180913](#)).

Delivery modes: Skyline College offers courses in a variety of delivery modes including face-to-face classes offered in the morning, afternoon, evening, and on weekends. Online education includes two types of online courses: fully online or hybrid learning environments. Diverse delivery modes offers students greater flexibility in scheduling in order to better balance their educational responsibilities with family, work, and other off-campus obligations. Enrollments by term from 2013 to 2018 for face-to-face courses and online courses indicate a decrease in face-to-face courses and an increase in online course offerings ([SC-ProgramData-Collegewide-2013-18](#)).

College-Wide Enrollment in Face-to-Face Courses

| Term/ Year | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------|---------------|---------------|---------------|---------------|---------------|
| Summer | 6,812 | 6,603 | 6,423 | 5,548 | 5,126 |
| Fall | 23,259 | 22,1700 | 21,233 | 20,783 | 19,408 |
| Spring | 22,569 | 21,768 | 20,606 | 19,845 | 18,278 |
| Total | 52,640 | 50,541 | 48,262 | 46,176 | 42,812 |

College-Wide Enrollment in Distance Courses

| Term/ Year | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------|--------------|--------------|--------------|--------------|--------------|
| Summer | 1,994 | 2,456 | 2,607 | 2,332 | 2,082 |
| Fall | 2,723 | 3,073 | 3,121 | 2,700 | 2,831 |
| Spring | 3,124 | 3,220 | 3,353 | 2,911 | 3,523 |
| Total | 7,841 | 8,749 | 9,081 | 7,943 | 8,436 |

Students take online courses using the Canvas Learning Management System. All instructors, both part-time and full-time, who teach online or hybrid courses must take Canvas and online pedagogy training through the CTTL. The training is offered online in fall, spring and summer. Upon completion of Canvas online training, instructors who plan on teaching an online or hybrid course must develop a course and receive CTTL team consultative review and approval for the course the semester before teaching online. Online education resources available to support students with Canvas include the following: Getting to Know Canvas-Student Log-in, Complete Canvas Guide, and Technical Requirements ([SC-Website-OnlineEducation-20181101](#)). Other online teaching resources on the CTTL website for faculty include such things as course design tools, online readiness modules, and Canvas support ([SC-Website-CTTL-OnlineTeaching-20180522](#)). The College is in the initial stages of planning a program called Skyline NOW (Nights, Online and Weekends), an accelerated, cohort-based model that would target students who cannot attend school on weekdays ([SC-EdMasterPlan-2018-22](#), p. 58).

The Curriculum Committee approval process ensures that all courses approved whether traditional or distance education delivery meet the same course standard quality and rigor. Distance education courses undergo a required separate review process to ensure they are taught to the COR, including regular and effective instructor-student contact, and achievement the same objectives and outcomes as the face-to-face modality. Distance education courses and instructors are subject to the standard practices, procedures, and oversight established for traditional face-to-face courses ([SMCCCD-DistanceEdReport-BUS100-20181020](#)).

To that end, the CTTL created the Faculty Handbook for Online and Hybrid Instruction in May 2016. Guidelines about regular effective contact in online and hybrid course, amongst other things, were outlined in compliance with Title 5, Section 55204 ([SC-CTTL-DEHandbook-201605](#)).

The handbook was developed and updated to be a resource about other regulations and best practices for online and hybrid teaching. The handbook lists guidelines, the support available through the Skyline College CTTL, and information on policies and procedures such as the following: faculty role in course development and course approval, the assignment of online instructors, and the oversight of online courses to ensure quality and conformity with institutional practices and procedures ([SC-Website-CTTL-20180418](#)).

Because significant student success and equity gaps exist with online education at the College, the Administration and Academic Senate recommend that all online course instructors adopt the following standards for teaching online at Skyline College. These standards were approved by the Skyline

College Academic Senate on November 19, 2015 ([SC-CTTL-DEHandbook-201605, Page 4](#)).

Teaching methodologies: The CTTL serves as the hub for innovation and professional development for faculty, staff, and administrators to find resources and opportunities that will help them strengthen student learning, engagement, support, and success. Through the integration of pedagogy, technology, and innovation, the CTTL provides an environment for all faculty to collaborate, discuss pedagogical best practices, and exchange best practices for teaching and learning. The CTTL offers workshop information on the CTTL web calendar of workshops, Brown Bags and presentations. ([SC-Website-CTTL-20180418](#)).

Workshops that relate to teaching methodologies, pedagogy and best practices are offered during the College's Flex Day trainings. Each academic year, Skyline College full-time faculty members have a total of six days (30 hours) of Flex obligations to complete, while part-time obligations vary based on semester assignments. Titles of some of the Flex activities include: Culturally Relevant Teaching and Learning Online, and Teaching for the Head and Heart: Unpacking the Affective Domain ([CTTL-FlexDayProgram-20181010](#)).

Learning support: In addition to traditional course options for students, Skyline College provides cohort type studies and support for students through learning communities, with dedicated counselors to each. Learning communities allow students to enroll in a preset group of classes with other students who share the same passions, interests, or specific field of study. By linking basic skills courses, general education requirements, and relevant, student-focused curriculum, learning communities help to support pathways to earning a degree or certificate. Some of the learning communities include Engineering and Technology Scholars, African American Success Through Excellence and Persistence (ASTEP), Puente, and Teacher Track ([SC-Website-LearningCommunities-20190319](#)).

Skyline College offers many learning support services to support equity and academic success for all students. [II.B.1](#) provides a comprehensive list and description of learning support services, but some are highlighted below.

To support equity, services include:

- academic support through tutoring/ workshops/ mentors, counseling, assistance in the transfer process, financial assistance, and cultural enrichment activities for first-generation students, low-income students and/or students with physical or learning disabilities by TRiO Student Support Services ([SC-Website-TRiO-20181101](#)).

- accommodations, counseling, and tutoring for students with documented disabilities by the Disability Resource Center ([SC-Website-DRC-20181101](#));
- counseling, financial assistance, and academic support for students who are transitioning out of the foster care system by the Guardian Scholars Program ([SC-Website-GSP-20181101](#)); and
- academic support through tutoring/ workshops, assistance in the transfer process, and career advising and internships for educationally disadvantaged students to excel in math and science by the Math, Engineering, Science Achievement (MESA) Program ([SC-Website-MESA-20190320](#));

The Learning Commons, which encompasses TLC and the Library, support student learning and achievement both in person and online. For students using Canvas, they provide workshops, which supplement the web resources available by the District ([SC-Website-Library-Calendar-20190301](#); [SMCCCD-Website-StudentTutorials-Canvas-20190320](#)). For TLC services, students can access tutoring in person and through the online Net Tutor that is available for students enrolled in the free LSKL 803 course ([SC-Website-SkylineShines-LearningCenterOnlineTutoring-20170817](#); [SC-Canvas-LSKL803-20190307](#); [NetTutor-OnlineTutoringService-2016](#)). For library resources, students can access librarian assistance through remote live chat and online databases for reference materials ([SC-Website-Library-OnlineServices-20180503](#); [SC-Website-Library-LiveChat-20190320](#)).

Evaluation

The College meets the standard. The many different delivery modes, teaching methodologies, and learning support services the College offers meet the diverse and changing needs of students, and address equity and success for all students. The College offers diverse delivery modes including face-to-face, online, and hybrid classes and learning support services to give students greater flexibility in scheduling. While these practices facilitate student learning, the College Redesign has expanded the College's repertoire, such as the development of pathways, and will be further addressed in the QFE.

The College supports ongoing professional development training activities for faculty, staff and administrators through the CTTL and Flex Day activities promoting strengthening of student learning, engagement, support and success, including significant training for faculty teaching online.

Improvement Plan

None

- II.A.8** The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability. **(Course and Program Examinations)**

Evidence of Meeting the Standard

Skyline College does not use any department wide course and/or program examinations. Some CTE programs offer students the opportunity to take external industry qualifying exams. Cosmetology and Esthetic students, for example, take state board exams, but these exams are post completion of the programs and do not affect the students' grades. The validity and reliability of these exams are controlled by an outside agency.

Skyline College enrolled students may earn Credit by Examination (CBE) for select courses. Students who wish to apply for CBE must meet the criteria listed in the College Catalog ([SC-Catalog-2018-19, p. 30](#), [SMCCCD-PetitionForCreditByExamination](#)). CBE provides credit to any student who satisfactorily passes an examination approved or conducted by appropriate authorities of the College. Credit may be granted only to a student who is registered at the College and in good standing and only for a course listed in the College Catalog. Credit by Examination follows procedures adopted by the Board in accordance with the provisions of Title 5, Section 55050 ([SMCCCD-BoardPolicy6.18-201801](#)).

Evaluation

The College meets the standard. The College does not offer department-wide course or program examinations, but some CTE programs offer students the opportunity to take external industry qualifying exams. Cosmetology and Esthetic students take state board exams post completion of the course. The validity and reliability of these exams are controlled by an outside agency. Skyline College-enrolled students may also earn CBE for select courses.

Improvement Plan

None

- II.A.9** The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (Eligibility Requirement 10) **(Award of Course Credit, Degrees, and Certificates)**

Evidence of Meeting the Standard

Skyline College awards course credit, degrees and certificates based on student achievement of a program's stated learning outcomes following the norms of higher education and state and federal laws. All courses, degrees and certificates are reviewed and approved by the College Curriculum Committee and the Office of Instruction. Every active course includes SLOs and course objectives on the COR and course syllabi, so the standards for awarding credit based on content, objectives and SLOs are visible to students ([BUS123-COR-20171129](#)).

CORs are reviewed every six years during CPR ([SC-Website-ProgramReview-CPR-20180925](#)). SLOs are evaluated and modified on a three-year assessment cycle resulting in dialog and inquiry between discipline faculty. SLOs for individual courses link to PSLOs and ISLOs. Discipline faculty map course-level SLOs to their respective degrees and certificates. PSLOs are published with each degree and certificate listing in the College Catalog ([SC-Website-SLOAC-Department3YearAssessmentPlans-20180328](#); [SC-Website-Catalog-PSLOs-ACTG-20190304](#)).

The COR contain specific standards for awarding credit based on content, objectives and SLOs. Units awarded for courses reflect the hours indicated on the COR. Units of credit are awarded based on the students' achievement of the SLOs and objectives found on the official COR for each course. Outcomes are assessed at the course level using different assessment methods such as exams, written assignments, presentations, projects and other assignments. CORs are initiated by faculty and approved by the Curriculum Committee adhering to Title 5 requirements ensuring that all elements of the course are included. Faculty develop CORs for each course following Skyline College Curriculum Committee guidelines for writing CORs and utilizing a syllabus checklist. Instructional division offices collect and store faculty syllabi. Deans review syllabi, and syllabi that are missing key elements such as SLOs or objectives are sent back to the faculty to bring them into compliance ([SC-CORWritingGuidelines-201609](#); [SC-FacultyHandbook-SyllabusChecklist-2018-19](#)).

The grading policies and criteria for awarding credit for courses are published online in the College Catalog. Units of credit are awarded per course consistent with norms in higher education and are compliant with regulations specified in

the California Education Code and Title 5. Units of credit are based on a relationship between the number of hours (typically expressed in terms of hours of lecture and/or hours of lab) and the number of units. Title 5, Section 55002.5 provides details on calculating units, including this general principle: Each unit of credit represents a minimum of three hours of study, including class time per week, over the length of the term used by the college.

The College follows the standards approved by the District Curriculum Committee in 2016 for credit hour calculations ([SC-CurriculumHandbook-CreditHourCalculations-2017-18](#)), as outlined in Title 5, 55002.5 and 55002 and guidelines set forth by the CCCCO. The Skyline College Catalog includes grades and units of credit ([SC-Catalog-GradesUnits-2018-19](#)). The Curriculum Committee Handbook, which is aligned with the CCCCO's Program and Course Approval Handbook, outlines and defines the awarding of credit compliant with the necessary regulations and is a resource for all faculty and staff to ensure that the course outline accurately reflects the units or credit awarded.

Baccalaureate Degree in Respiratory Care

The Bachelor of Science in Respiratory Care assesses student learning outcomes for its courses, program, and institutional learning outcomes. Course and degree award is based on student attainment of these learning outcomes based on the aforementioned institutional policies.

Course and program level student learning outcomes for upper division coursework require students to engage in greater depth of study and focus on theory and methods with greater specialization within discipline areas, integrate knowledge and experience gained from earlier studies, and complete assignments that emphasize synthesis and critical thinking. These outcome measures are aligned with learning outcome standards at accredited four-year institutions ([SC-COR-RPTHB90-20160504](#); [RPTHB10-COR-20161130](#); [SC-Website-Catalog-PSLOs-RCBS-20190310](#)).

Evaluation

The College meets the standard. Awards of course credit, degrees, and certificates are made based on student achievement of learning outcomes and the grading system established by the curriculum review process and Title 5 of the California Education Code. Units of credit are compliant with regulations specified in the California Education Code and Title 5. The curriculum processes that are outlined in the Skyline College Curriculum Handbook ensure that the course outline accurately reflects the units or credit awarded.

Improvement Plan

None

- II.A.10** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (Eligibility Requirement 10)
(Transfer-of-Credit Policies)

Evidence of Meeting the Standard

Skyline College makes available to students through the College Catalog and on the College website clearly stated transfer-of-credit policies ([SC-Catalog-TransferCredit-2018-19](#)) in order to facilitate mobility of students without penalty. Skyline College transfer-of-credit policies follow the guidelines set forth by Board Policies and Procedures, CSU and UC Transfer policies, as well as policies established through the CCCCCO.

SMCCCD's Board Policy 6.26 provides for reciprocity of course credit among the District's three colleges for purposes of meeting graduation requirements ([SMCCCD-BoardPolicy6.26-201504](#)). Students may transfer from one College within the District to another without penalty, although differences in curriculum offerings among the College may exist. The full guidelines for the reciprocity policy are outlined in the College Catalog ([SC-Catalog-DistrictReciprocityPolicy-2018-19](#)).

Additional transfer-of-credit policies include CBE, foreign transcripts, high school coursework, and alternate external exams which abide by Board policies and are published in the College Catalog. CBE provides credit to any student who satisfactorily passes an examination approved or conducted by appropriate authorities of the College. Such credit may be granted only to a student who is registered at the College and in good standing and only for a course listed in the College Catalog ([SMCCCD-BoardPolicy-6.18-201801](#)). Foreign transcripts and coursework completed at a college or university outside the United States can only be reviewed for certificate and associate degree requirements. Students with foreign coursework must first use a foreign credential evaluation service, as indicated by the District's website, and receive a "detailed" evaluation of their foreign transcript, which divides lower-division from upper-division coursework. The District Transcript Evaluation Service (TES) reviews the foreign credential evaluation to determine the application of foreign coursework to an SMCCCD certificate or associate degree ([SMCCCD-Website-ForeignTranscripts-20181121](#)). Students in high school may be eligible for CTE credit ([SMCCCD-BoardPolicy6.24.1-CTECredit-201504](#)). Lastly, in compliance with AB 1985, Skyline College recognizes that any student who passes a College Board AP examination with a minimum score of three in a subject matter similar to that of the AP Examination will be awarded credit in a

general education area ([CCCCO-APCredit-20170330](#)). The AP credit policy is available to students in the College Catalog and on Skyline College's website ([SC-Catalog-APCLEPCBEIBCcredit-2018-19](#)).

Transfer of credit from other colleges or universities outside the District are managed by TES and DegreeWorks. TES provides the evaluation of how coursework completed outside the District can be applied to SMCCCD certificates, associate degrees, bachelor's degrees, CSU General Education certification, and Intersegmental General Education Transfer Curriculum (IGETC) certification. TES certifies that learning outcomes for transferred courses are comparable to the learning outcomes of District courses. TES also assures that applicable courses used to meet graduation degree requirements, general education requirements, and major requirements are in alignment to Skyline College courses ([SMCCCD-Website-TranscriptEvaluation-20190326](#)). This review includes evaluation of student learning outcomes, course content, and approval for CSU GE, IGETC, or lower-division major preparation for either the CSUs or UCs. Courses that have been articulated through this process have gone through rigorous CSU and UC faculty review and thus would share comparable course content and student learning outcomes. For courses that have not gone through the articulation review process, TES will review course outlines to determine if the course is comparable to Skyline College's own courses. The procedure for students to request transcript evaluation with external coursework is to submit official transcripts from previous schools to Skyline College Admission and Records Office. The transcript evaluation is then requested by the student through their WebSMART account. The final evaluation is posted to DegreeWorks and serves as the official response from the District ([SMCCCD-Website-TranscriptEvaluation-20181121](#)).

The College articulation officer is responsible for developing, implementing, and evaluating articulation agreements where patterns of student enrollment have been identified. The articulation officer maintains the high volume of course-to-course and major articulation agreements with many CSU and UC campuses and independent colleges. Course-to-course, general education, and major articulations are updated and maintained following the guidelines set forth by the CSU and UC system offices ([CSUChancellor-GEbreadthRequirements-EO1065-20110916](#)). General admissions policies for the CSUs and UCs and CSU General Education Breadth and IGETC information are stated in the College Catalog ([SC-Catalog-UCCSUTransfer-2018-19](#)). Information on general admissions policies to CSUs and UCs is also available on the Skyline College Transfer Center website. As external policies may change year by year, the articulation officer, along with the Transfer Center, in collaboration with counseling faculty, assure that these policy changes are communicated to students via several means: Transfer Center website, student email updates, Transfer Center social media, counseling appointments, and campus-wide announcements ([SC-Website-TransferCenter-20181121](#)). Requirements for

transfer to the CSU and UC systems are clearly explained in specialized handouts and are published in the printed and online catalog, and introduced to students during the in-person orientation sessions. A transfer planning section can be found in the College Catalog that explains all transfer options ([SC-Catalog-TransferCredit-2018-19](#)).

Baccalaureate Degree in Respiratory Care

For eligibility to the Bachelor of Science in Respiratory Care program, students are required to complete a minimum of 30 units of the CSU General Education pattern prior to program start ([SC-RCBS-StudentHandbook-2018-19](#); [SC-Website-Catalog-RCBS-Eligibility-2018-19](#)). Transfer of credit information for Bachelor of Science in Respiratory Care students is available from the District TES website for students ([SMCCCD-Website-TranscriptEvaluation-RCBS-20190326](#)). In addition, a specific counselor has been assigned to oversee this process for evaluation for the baccalaureate program at Skyline College ([SC-Website-RCBS-ApplicationProcess-20190314](#)).

Evaluation

The College meets the standard. The transfer-of-credit information is accessible through the Skyline College's Catalog, the Transfer Center, and on the College website. The College provides every student with information on graduation and transfer requirements and gives them access to DegreeWorks to help them monitor their educational progress. In doing so, Skyline College ensures students are making informed decisions regarding their educational goals.

Improvement Plan

None

- II.A.11** The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. **(Program Student Learning Outcomes)**

Evidence of Meeting the Standard

All of Skyline College's associate and transfer degree programs require a general education pattern that includes SLOs, appropriate to the program level, in communication competency, quantitative competency, analytic inquiry, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. Skyline College shaped, adopted, and published in the College Catalog five ISLOs which are derived from the AA/AS degree requirements: Effective Communication, Critical Thinking, Information Literacy, Citizenship, and Lifelong Wellness. ([SC-Website-SLOAC-ISLOAssessments-20190317](#)). The five Skyline College ISLOs derived from the AA/AS degree requirements align closely with the standard and are as follows:

Institutional Student Learning Outcomes

Upon completing an A.A./A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

1. Critical Thinking:

Students will be able to demonstrate critical thinking skills in problem solving across the disciplines and in daily life.

- Analytic inquiry skills
- Quantitative competency

2. Effective Communication:

Students will be able to communicate and comprehend effectively.

- Communication competency

3. Citizenship:

Students will be able to use knowledge acquired from their experiences at this college to be ethically responsible, culturally proficient citizens, informed and involved in civic affairs locally, nationally, and globally.

- The ability to engage diverse perspectives.

4. Information Literacy:

Students will be able to demonstrate skills central to information literacy.

- Information competency
- Analytic inquiry skills

5. Lifelong Wellness:

Students will be able to demonstrate an understanding of lifelong wellness through physical fitness and personal development.

The ISLOs listed above appear in the College Catalog and also in the SLOAC Committee's Framework for updating mapping to ISLOs ([SC-SLOAC-Framework-ISLOsMapping-Fall2018](#)). Skyline College includes in all of its programs SLOs that are mapped through TracDat software directly to PSLOs that in turn tie directly to ISLOs ([SC-SLOAC-Framework-CourseProgramISLOsMapping-Fall2018](#)). All programs include PSLOs on the College website. Examples of courses with PSLOs include Biology ([SC-Website-Catalog-PSLOs-BIOLAST-20190327](#)) and the CTE program Cosmetology ([SC-Website-Catalog-PSLOs-COSMAS-20190327](#)).

Baccalaureate Degree in Respiratory Care

The Bachelor of Science in Respiratory Care's PSLOs are consistent with the generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level. Upon completion of degree requirements, students will be able to:

- Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach.
- Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused on Respiratory Care ([SC-Website-Catalog-PSLOs-RCBS-20190310](#)).

Assessment is mapped from the upper division courses' SLOs to the PSLOs. Since upper division courses strongly emphasize higher levels of learning, they are a well suited indicator to assess the PSLOs. In addition, RPTH B90, Respiratory Care Capstone Project, is purposely designed to facilitate a capstone experience ([SC-COR-RPTHB90-20160504](#)). These outcome measures are aligned with learning outcome standards at accredited four-year institutions ([SC-Website-RCBS-UpperDivisionCourseCharacteristics-20190314](#)).

Evaluation

The College meets the standard. Degrees include PSLOs, and these outcomes are mapped to the ISLOs, which correspond closely to the standard's outcomes for communication competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

Improvement Plan

None

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (Eligibility Requirement 12) **(General Education Component)**

Evidence of Meeting the Standard

Skyline College requires all degree programs, associate, associate for transfer, and baccalaureate, a component of general education as reflected in Board Policy 6.10.1 Philosophy and Criteria for Associate Degree and General Education. Skyline College's philosophy of general education is congruent with the District Board of Trustees philosophy of general education, which states in part that general education is central to an associate degree and is designed to introduce students to "certain basic principles, concepts and methodologies both unique to and shared by the various disciplines" ([SMCCCD-BoardPolicy6.10.1-201302, PhilosophyandCriteriaforASandGE](#)). It should be noted that in an effort to bring this philosophy together with the College redesign, work is underway to re-imagine how general education courses might better serve student interests by aligning content to Meta Majors or other pathways, an effort that the QFE addresses.

Under the leadership of the Curriculum Committee, the general education curriculum is developed by faculty members using the guidelines of the course outline, SLOs, and all other supporting material supplied by the discipline faculty to ensure the course meets the criteria for the relevant Skyline College general education area. The Skyline College Curriculum Handbook section on general education outlines the general education philosophy and defines the general education program ([SC-CurriculumHandbook-GE-2017-18, SC-Catalog-GERequirements-2018-19](#)).

The requirements of the associate degree include the completion of 19 units of general education selected from five areas. These specific area requirements align with both CSU and Title 5 general education requirements. A complete list of courses that fulfill the associate degree general education requirements are listed in the College Catalog. The Associate Degree for Transfer (ADT) requires the completion of the CSU General Education or the IGETC ([SC-Catalog-AAASRequirements-2018-19, SC-Catalog-AATASTRequirements-2018-19, SC-CurriculumHandbook-GE-2017-18](#)).

Skyline College offers a baccalaureate degree program in Respiratory Care which requires students to complete all CSU General Education requirements, a minimum of 30 units, plus the completion of 15 units of upper division general education. The Bachelor of Science in Respiratory Care general education requirements are outlined for students in the Respiratory Care Student Handbook ([SC-StudentHandbook-RCBS-2018-19](#)). The development of the general education curriculum for the Bachelor of Science in Respiratory Care program follows the guidelines provided by the state ([CCCCO-Handbook-BSDegreePilotProgram-2016](#)).

The general education requirements are academically rigorous components of Skyline College's curriculum that contributes to student success because it develops intellectual depth, breadth of outlook, and problem solving skills. The importance of general education to the overall learning experience is communicated to all stakeholders. The description, rationale, and benefits of the general education requirements are outlined in the College Catalog ([SC-Catalog-GERequirements-2018-19](#)). In addition, the general education at Skyline College aligns with Title 5, Section 55805.

Baccalaureate Degree in Respiratory Care

The Respiratory Care associate and baccalaureate degree programs' general education components are clearly stated in the catalog. Lower division and upper division general education coursework are in alignment with CSU General Education and UC (IGETC) breadth requirements for the Bachelor of Science in Respiratory Care ([SC-Website-Catalog-RCBS-Courses-2018-19](#)).

The Bachelor of Science in Respiratory Care requires completion of 120 semester units and includes 45 semester units of general education course work in alignment with the CSU General Education breadth requirements and 75 major semester units in Respiratory Care.

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

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

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

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

- Upper division Major Coursework in Respiratory Care (26.5 units):
 - Advanced Cardiopulmonary Respiratory Care (3 units)
 - Sleep Medicine and Respiratory Care (3 units)
 - Advanced Respiratory Case Management (3 units)
 - Principals of Health Education (3 units)
 - Health Care Research Design and Methodology (3 units)
 - Respiratory Care Leadership and Management I (3 units)
 - Respiratory Care Leadership and Management II (3 units)
 - Advanced Neonatal/Pediatric Respiratory Care (3 units)
 - Respiratory Care Capstone Project (2.5 units)

- Upper Division General Education (15 units):
 - Medical Ethics (3 units)
 - Public Health Policy (3 units)
 - Communication in Health Care (3 units)
 - Multicultural Human Relations (3 units)
 - Intersectionality and Citizenship (3 units)

II.A.12 (p. 64)

- At least 36 semester units or equivalent of lower division general education is required, including at least nine semester units or equivalent of upper division general education coursework.
- At least nine semester units or equivalent of upper division general education coursework is required.
- The general education requirements are integrated and distributed to both lower and upper division courses.
- The general education requirements are distributed across the major subject areas for general education; the distribution appropriately

Evaluation

The College meets the standard. Skyline College requires all degree programs—associate, associate for transfer, and baccalaureate—a component of general education. While the general education requirements are academically rigorous components of Skyline College's curriculum, much inquiry has been underway to reimagine how general education courses can better serve student learning and timely completion. These efforts will continue, and are addressed in the QFE.

Improvement Plan

None

- II.A.13** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. **(Program-Specific Focused Study)**

Evidence of Meeting the Standard

Skyline College offers degree programs that are focused study in at least one area of inquiry (or “major”), with 42 associate degree programs, 24 ADTs, 55 certificate programs, and one bachelor’s degree program ([SC-FactSheet-2017-18](#)). The College also offers a degree with an established interdisciplinary core, the Associate of Art in Interdisciplinary Studies which has five specific areas of concentration: Arts and Humanities; Health and Physical Education; Letters and Science; Social and Behavioral Sciences; and Social and Natural Sciences. The list of degrees and certificates and the requirements for them are published in the College Catalog ([SC-Catalog-DegreesCertificates-2018-19](#)). The requirements for an associate degree include completion of:

1. A minimum of 60 units in prescribed courses;
2. A minimum of 12 units or 50 percent of the units applied to the major, whichever is fewer, must be completed at Skyline College;
3. A grade point average of 2.0 or better in all College courses;
4. A major as defined by curriculum approved by the Skyline College Curriculum Committee;
5. Completion of general education requirements;
6. Completion of specific area requirements: Physical Education courses; American, History and Institution courses; Ethnic and Cultural Diversity course; and
7. Completion of Basic Competency requirements in Reading, Writing, Mathematics, and Information Literacy.

The ADT is awarded based on completion of the lower-division major preparation requirements in alignment the CSU Transfer Model Curriculum template; Title 5, Section 55063; and Education Code, Section 66746. The associate degree must include a major or area of emphasis consisting of a minimum of 18 semester units. The ADT also requires completion of either the CSU general education/breadth requirements or the IGETC requirements. Skyline College’s Curriculum Committee follows the ADT guidelines set by the state as outlined in the Curriculum Handbook ([SC-CurriculumHandbook-ADT-2017-18](#)). The 2018-2019 Skyline College Catalog outlines the ADT degree requirements as follows:

- Minimum of 60 CSU-transferable semester units.
- Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for

admission, some majors may require a higher GPA. Students consult with a counselor for more information.

- Completion of a minimum of 18 semester units in an “AA-T” or “AS-T” major as detailed in the degrees/certificates section of the catalog. All courses in the major must be completed with a grade of C or better. A “P” (Pass) grade is not an acceptable grade for courses in the major.
- Certified completion of the CSU General Education Breadth pattern OR the IGETC pattern. Per state legislation, students pursuing AA/AS-Ts are only required to meet the major, CSU GE or IGETC/CSU, and a minimum of 60 CSU transferable requirements. No additional requirements are needed.

The bachelor’s degree program includes a focused area of study in Respiratory Care and a general education pattern designed to provide the knowledge, skills, experiences, and perspectives that will enable graduates to contribute meaningfully in their personal and professional communities applying greater levels of critical thinking and analytical skills. The curriculum provides advanced scope of practice education with emphasis in advanced cardiopulmonary pathophysiology, advanced respiratory case management, advanced respiratory neonatal/ pediatrics, health education in respiratory care, research methodology, quantitative principles, respiratory care sleep medicine, and respiratory care leadership and management ([SC-RCBS-Curriculum-20160630](#)).

The identification of “major” or interdisciplinary core is based upon SLOs and competencies, and mastery, at the appropriate degree level, of key theories and practices within the field of study through the development of the COR which is guided by the Curriculum Committee as well as the CPR, led SPARC. The COR, a document required for all courses, must fully describe the course and its components as well as meet standards detailed in Title 5, Section 55002 and in other regulatory and accreditation standards. It is the foundation of course development, providing basic course information and structure, and serves as a legal document used for articulation, accreditation, and program review purposes. CORs also document subject content, learning outcomes, and learning objectives for any faculty member who may teach the course, thus promoting continuity among course sections ([SC-CurriculumHandbook-COR-2017-18](#)).

The CPR is based on the previous five years of APP, aligning the APP with the CPR. CPR is a process which examines all academic programs at the College to help determine the overall effectiveness of the institution: curriculum review, SLOs review, and program data review. The review process is a collaborative

one between of the Curriculum Committee, the IEC and the PRIE office ([SC-Website-ProgramReview-CPR-20180925](#)).

Baccalaureate Degree in Respiratory Care

The Bachelor of Science in Respiratory Care provides students with an introduction to broad areas of study in the general education courses and include focused study in at least one area of inquiry or in an established interdisciplinary core. It identifies student learning outcomes and competencies in alignment with upper division coursework expectations. The requirements for the Skyline College degrees are published in the College Catalog. The requirements for the Associate and Bachelor of Science include completion of:

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

In addition to required general education, students are required to complete at least one area of focused study or interdisciplinary core. The requirements are clearly posted in the College Catalog and on the College website ([SC-Website-Catalog-RCBS-Courses-2018-19](#); [SC-Website-Catalog-RCAS-Courses-2018-19](#)).

Evaluation

The College meets the standard. All degree and certificate programs include a focused study in at least one area of inquiry or “major” or in an established interdisciplinary core. The degrees and certificate programs are evaluated for SLOs and effectiveness on a regular, consistent basis through the faculty-driven Curriculum Committee review of the COR as well as through the CPR cycle.

Improvement Plan

None

- II.A.14** Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. **(Technical and Professional Competencies)**

Evidence of Meeting the Standard

Skyline College assures that students who earn career-technical certificates and degrees demonstrate technical and professional competencies through a variety of methods, including hands-on training, exams, or written assignments based on SLOs and PSLOs that in turn are based on course and program objectives. To ensure that Skyline College courses are relevant, CTE prerequisites are also reviewed every two years. CTE programs are reviewed through CPR, Curriculum Committee, external agencies, and advisory committees, review processes that ensure these programs meet employment standards.

CTE programs that meet criteria for preparing students to take external industry licensure and certifications offer courses designed to prepare and successfully achieve these exams. In some areas, preparation for multiple industry licensures and certificates are offered. For example, after completing designated Automotive courses, students are eligible and prepared to take the Smog Check Inspector state licensing examination, Automotive Service Excellence certification test, Automotive Service Excellence A6 Electrical certification. The program must also meet regulations and industry standards such as those set forth by Bureau of Automotive Repairs. Automotive is nationally certified by the National Automotive Technicians Education Foundation ([SC-Website-CTE-20190327](#)).

In addition, CTE programs hold industry-specific advisory committees provide input on course content and relevancy in order to ensure that the competencies taught in these classes meet industry standards. Advisory committees include representatives from business, labor, community agencies, faculty, students and other members ([SC-Website-CTE-AdvisoryCommittees-20190327](#); [SC-Website-AUTO-20190327](#)). Some CTE programs—such as Respiratory Therapy, Surgical Technology, Emergency Medical Technicians, Cosmetology, Wellness, and Automotive Technology—undergo accreditation from industry agencies that further ensure that these programs meet industry standards for preparation and relevancy ([SC-Website-Accreditation-SpecificProgram-20190214](#)).

Baccalaureate Degree in Respiratory Care

The Bachelor of Science in Respiratory Degree undergoes review using the same mechanisms as described above to ensure that graduates demonstrate appropriate technical and professional competencies.

The ability to demonstrate the technical and professional competency required by a licensing or certifying agency is stated in all course outlines as an expected student learning outcome. Degrees are awarded upon successful evaluation by written tests and practical demonstration of these abilities ([SC-Website-Catalog-RCBS-Courses-2018-19](#)).

Each vocational program follows the prescribed standards of instruction and course content required by the appropriate certification/licensing board and/or accrediting agency. Licensure in the state of California for Respiratory Care requires an associate degree and successful completion of credentialing exam administered by the National Board for Respiratory Care. Curriculum content and competencies are influenced by metrics set by the CoARC. Students entering the baccalaureate degree program will have completed a CoARC accredited associate degree program meeting thresholds for certification and licensure in the state of California ([COARC-Website-AccreditedProgram-20190327](#)).

While external accreditation is not required for the Bachelor of Science in Respiratory Care, SLOs and competencies have been established based on advisory committee, employer, and professional organization input. The program is seeking CoARC accreditation and has submitted a letter of intent. The Bachelor of Science in Respiratory Care program has an active advisory committee that gives regular input to the program faculty that helps keep the curriculum current to industry needs. The advisory committee assists the program by providing information and ideas that inform the program effectiveness. Subjects include job opportunities, facilities and program equipment, course content, instructional and learning experiences, and promoting education ([SC-Website-RC-AdvisoryCommittee-20190314](#)).

Evaluation

The College meets the standard. All CTE program graduates demonstrate competencies including hands-on training, exams, or written assignments based on SLOs and PLOs that in turn are based on course and program objectives. Many of Skyline College's career and technical programs are accredited by external agencies that continually monitor students' success at meeting licensure and certification requirements.

Improvement Plan

None

- II.A.15** When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. **(Program Discontinuance or Significant Change)**

Evidence of Meeting the Standard

When programs are eliminated or when requirements change significantly, Skyline College is prepared to make appropriate arrangements for students to complete their academic goals in a timely manner with a minimum of disruption. Skyline College has a Program Viability process that was approved by the Academic Senate on recommendation of the Curriculum Committee in 2003. This process is initiated when a program has indications of not meeting the College's mission, strategic plans, and division or departmental goals and objectives, and intervention strategies have been attempted ([SC-CurriculumHandbook-ProgramViability-2017-18](#)).

Thus far, the Program Viability process has not been implemented, because the Curriculum Committee has always had consensus and follows the process for deleting programs. If there is consistent consensus among all interested parties and stakeholders that a program should be discontinued, the Curriculum Committee may discontinue without initiating a formal procedure ([SC-CurriculumHandbook-DeletingPrograms-2017-18](#)).

The process for deletion of certificate or degree programs includes faculty and deans contacting the Curriculum Specialist. A memo from the Division Dean and the program faculty is submitted to the Curriculum Committee for approval. A Proposal Impact Report is generated that specifies programs that will need to be modified as a result of deleting a program or programs. The certificate or degree is removed from the State Chancellor's Office Curriculum Inventory and the College Catalog ([FCS-DeletionMemo-20170103](#), [BCM-BankingMemo-20180220](#), [BCM214-ImpactReport-20180220](#)).

Skyline College adheres to Board Policy 6.13, Curriculum Development, Program Review, and Program Viability when considering the viability of a given program ([SMCCCD-BoardPolicy6.13-201701](#)).

When program requirements are significantly changed and programs eliminated, appropriate arrangements are developed to address how enrolled students will be accommodated. Students meet with counselors and deans to implement appropriate options including substitution and waiver processes adhering to their catalog rights ([SMCCCD-CourseSubstitutionPetition-201607](#)).

Evaluation

The College meets the standard. A clear program viability process is in place should the need arise. The College makes appropriate arrangements so that

students enrolled in programs that may be discontinued or have undergone significant modifications can complete their education in a timely manner.

Improvement Plan

None

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- II.A.16** The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. **(Instructional Program Evaluation and Improvement)**

Evidence of Meeting the Standard

Skyline College regularly evaluates and improves the quality and currency of all instructional programs offered through the APPs and CPRs processes and the learning outcomes framework.

The APP is an integral piece of the planning and resource allocation processes. The annual process enables program and service areas to be nimble in improving student learning and program effectiveness—evaluating and refining progress on prior program objectives; responding to needs that emerge from analysis of outcomes attainment, program data and other relevant information; and requesting resources to support goals and objectives. In spring 2017, the APP shifted from a paper-based submission to an online submission using Strategic Planning Online (SPOL), a cloud-based platform to integrate the process for program review, planning and resource allocation ([SC-APPPrompts-2016](#), [SC-Website-ProgramReview-APP-20190327](#)).

The purpose of the APP is to collect information to be used by the following College planning bodies 1.) SPARC, 2.) Instructional Leadership Team, 3.) Student Services Leadership Team, 4.) Full-Time Faculty Allocation Committee, and, if necessary, 5.) a subcommittee under the direction of the Curriculum Committee to lead the Program Viability process. The APP document also serves as the basis for completing the six-year CPR ([SC-Website-ProgramReview-20190206](#)).

CPR allows all instructional programs and student services programs the chance to conduct a comprehensive holistic review of their programs. Faculty and staff review the mission and vision of their department or program and using multiple measures and inquiry, faculty and staff reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection identifies steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment.

The CPR process is situated in SPARC, with programs undergoing curriculum review, SLO review, and program data review through the Curriculum Committee, IEC and the Office of PRIE. SPARC meets with the designated leaders about their CPRs and provides feedback on a rubric. CPR

presentations take place at SPARC in April, with all campus constituents invited to attend ([SC-CPRPrompts-2016](#), [SC-Website-ProgramReview-CPR-20180925](#)).

Administrative Leadership Unit Reviews (ALURs), a summary assessment of a particular unit and a means by which to prioritize resource allocation requests, are completed by administrators in late spring. ALURs are based on the submission of APPs and CPRs from the various departments and programs in the unit. Along with APPs and CPRs, ALURs support Strategic Goals and Initiatives by providing a system to ensure that current work is effectively connected to the College MVV and goals, as well as by responding to a series of standards.

The assessment may consolidate information across multiple programs (e.g., departments within an instructional division) or across the functions of the unit as a whole (e.g., PRIE). CPRs, APPs, and ALURs all result in action plans and resource requests intended to enhance program, unit, and overall institutional effectiveness. Resource allocation is intended to be closely connected to the program review process. The Vice President of Instruction prioritizes resource requests and pushes them forward for consideration ([SC-ALURPrompts](#); [SC-Website-ProgramReview-ALUR-20190327](#)).

In addition to CPR and APP, CTE courses have additional standards for curriculum review. Active advisory committees assist programs in keeping programs in evaluating the quality and currency of the CTE programs ([SC-Website-CTE-AdvisoryCommittees-20190327](#)).

All academic programs also assess PSLOs that summarize the essential skills, knowledge and attitudes that students gain after completing the program. PSLOs are assessed by aligning and applying course-level assessment data to the PSLOs. Reports are generated from TracDat identifying which course-level SLOs are central for students to achieve the PSLOs. The reports help to identify patterns and draw conclusions regarding the central question asked by program level assessment: How well are students achieving PSLOs and how does the program curriculum contribute to student success at the program level? Faculty analyze and discuss the report, with important findings and insights recorded in TracDat ([SC-Website-PSLOs-20180328](#)).

Evaluation

The College meets the standard. The College regularly evaluates and improves the quality and currency of all instructional programs through the APP, CPR, and ALUR processes. APPs are completed yearly with CPRs occurring every sixth year. The program review process includes all instructional programs, whether collegiate, pre-collegiate, or CTE, and all courses are reviewed and approved through the Curriculum Committee regardless of the delivery mode or

location. CTE programs have advisory committee meetings where industry representatives review curriculum for currency in the field and ensure quality instruction. All academic programs have PSLOs that are assessed and results analyzed to determine how the program curriculum contributes to student success at the program level. Through these processes, the College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Improvement Plan

None

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II.A. Conclusion

Skyline College offers instructional programs aligned with its MVV, particularly serving as a comprehensive community college that “empowers and transforms a global community of learners.” The College ensures that instructional programs are conducted at levels of quality and rigor appropriate for higher education through multiple processes. Program review processes—both annual and comprehensive—prompt analysis of program effectiveness. Both include an analysis of course, program, and institutional student learning outcomes and other data as appropriate. Plans are shaped in response to these findings, and all are posted online for easy public access. (See I.C.3 for more details.) In addition to these plans, the multiple delivery modes, teaching methodologies, and use of the constantly evolving learning and student support services demonstrate that the College uses the results to improve educational quality. Second, the Curriculum Committee ensures that all courses and programs meet Title 5 requirements of the CCR, the California Education Code, as well as requirements set forth by the CCCCO and ACCJC.

Skyline College requires a component of general education in all degrees, including career and technical degrees, to ensure breadth of knowledge and to promote intellectual inquiry. Selection of courses for a given program is guided by Board policies, the GE Handbook, and transfer requirements, particularly with CSU/UC.

II.B. Library and Learning Support Services

- II.B.1** The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (Eligibility Requirement 17) **(Library and Learning Support Services)**

Evidence of Meeting the Standard

Skyline College supports student learning and achievement by offering library and other learning support services of the sufficient quantity, currency, depth and variety to support educational programs. The Learning Commons, which houses both the Library and The Learning Center (TLC), is a part of the Academic Support & Learning Technologies Division.

Library

The Skyline College Library supports student learning and achievement as well as the College's intellectual, aesthetic, and cultural activities by housing over 55,000 print books, hosting a robust online database collection, subscribing to over 90 print periodicals, and providing access to over 230,000 e-books ([SC-Library-CollectionsReport-2018](#)).

Additionally, through Skyline College's partnership with the Peninsula Library System (PLS), students are able to access the collections of a consortium of 35 public and community college libraries ([PLS-Website-20180503](#); [SC-Website-Library-CollectionsDevelopment-20180503](#)).

Skyline College librarians, working with faculty and staff, provide educational equipment, materials, and services in the following categories to provide the quantity, currency, depth and variety needed to support student learning:

- **Print Collection:** As of 2016-2017, the Skyline College Library houses 57,720 print volumes in its collection ([SC-Library-CollectionsReport-2018](#)). Additional titles are available through the Skyline Library's membership of the PLS consortium. The collection also houses books appropriate for English for Speakers of Other Languages (ESOL). There are a variety of picture books, beginner, intermediate, advanced, and non-fiction for ESOL students ([SC-Website-Library-PrintCollection-20180503](#)).

- **E-Books:** As of 2016-2017, the Skyline College Library has access to over 231,107 e-book titles ([SC-Library-CollectionsReport-2018](#)). Through its membership in PLS students also have access to the Overdrive, Safari, and Enki e-book collections.
- **Research Database:** The Library subscribes to a comprehensive array of academic research databases covering the social sciences, humanities, natural sciences, law, business, and current events ([SC-Website-Library-Databases-20190327](#)). An interdisciplinary suite of databases is offered via the EBSCOhost Premier Package, which includes Academic Search Premier, America: History & Life, eBook Academic Collection, PsycARTICLES, and more. Other key databases include Academic Video Online, ARTstor, CountryWatch, Education Resource Information Center, Films On Demand Digital Educational Video, Gale Virtual Reference Library, JAMA Online, JSTOR, Nexis UNI, Oxford Music Online, and PubMed. Skyline College students, faculty, and staff have access to the Skyline College Library Article Delivery Service to obtain full text articles not found in the online databases. Users of the Article Delivery Services have their requests filled within one to two days.
- **Reserve Collection:** Course Reserves currently houses 1,472 items; these books and research materials are kept at the Skyline College Library for specific course sections ([SC-Library-CollectionsReport-2018](#)). Specific materials can be checked out for two hours. Faculty may provide reserve materials for their students to use during a given semester ([SC-Library-FacultyReserveRequestForm-20160916](#)).
- **Periodicals:** The Library subscribes to 96 academic and general interest periodicals for research and recreational reading. Eighteen of the print periodical subscriptions are also available in electronic database ([SC-Library-CollectionsReport-2018](#)). Thirteen are local and national newspapers, including bilingual editions. Skyline College students, faculty and staff have full complimentary access to NYTimes.com and NYT mobile apps through the New York Times Pass; materials can be viewed both online and offline ([SC-Website-Library-Periodicals-20180503](#)).
- **Equipment Loans:** The Library also maintains a variety of technology equipment for student use. Equipment available for checkout includes: PC Laptop Kits, iPad Kits, Phone Chargers, dongles, adapters, TI-83 Plus calculators, headphones, and USB flash drives ([SC-Website-Library-EquipmentCheckout-20180911](#)).

- **Technology:** The Library has a wide area network of 94 computers available for public use ([SC-Website-Library-LearningTechnologySupport-20180911](#)) Thirty-seven computers are in the Library's computer classroom and are used for information literacy workshops; 10 laptops are available for limited checkout, and the remaining 47 are located at the Drop-In Computer Lab in the main reading room and are available for daily use ([SC-Factsheet-ComputerLabs-Spring2018](#)). In addition to accessing the Internet, these computers also offer Microsoft Office. For those with laptop and tablet computers, the Library offers wireless Internet access and wireless printing.
- **Library Group Study Rooms:** Six group study rooms are available for student use. Students make reservations for the study rooms through an online reservation system ([SC-Website-Library-OnlineServices-20180503](#)).

In addition, the Skyline College Library engages in ongoing technological and academic instruction and support for students through a variety of methods. Through the Technology Support Desk, located next to the drop-in computer lab, students, faculty, and staff are provided with access to and support for the following areas: printing, scanning, photocopying, Canvas, WebAccess, WebSmart, as well as programs such as Microsoft Office 2013 and various Google apps to aid student success. The Library also provides students with ongoing Canvas workshops ([SC-Website-Library-CanvasWorkshops-20190327](#)), and information literacy workshops (which fulfill the information literacy graduation requirement) in coordination with faculty. Faculty can submit Library Research Workshop requests via the Library website to schedule the 50-75 minute workshops ([SC-Website-Library-InformationLiteracy-20180503](#)). Launched in 2018 are the Embedded Librarian modules in ENGL 100/105 courses; these modules include making librarians co-teachers in Canvas and having librarians come into the classroom for short instructional sessions. Librarians also provide one-on-one student meetings for personalized research assistance ([Library-APP-2018](#)). Finally, the Library also engages in outreach programming, such as the Human Library event funded by a President's Innovation Fund (PIF) grant, Poetry Month (in collaboration with the English Department), "De-Stress for Success" events during finals, and Digital Oral Histories Workshops (in collaboration with the Kababayan ENGL 100/105 course) ([Library-APP-2018](#)).

To support the student learning and achievement regardless of location or means of delivery, the Skyline College Library provides a number of online services as well. Students who are not on campus can communicate with librarians by accessing the "Ask a Librarian" service from the library homepage. This service allows distance education students and others to engage in a

remote live chat with a librarian ([SC-Website-Library-20180503](#)). Students can also select “Online Services” to find information about all online resources, including placing items on hold for pick up at any library within the PLS, checking out e-books, utilizing online databases for reference materials, and accessing online streaming videos ([SC-Website-Library-OnlineServices-20180503](#)).

The development of a library collection that supports and enhances student learning and achievement is in accordance with the Skyline College Library Collections Development Policy ([SC-Website-Library-CollectionsDevelopment-20180503](#)). This document is a guide for all those involved in decisions regarding the collection so that coordination and consistency in materials management is developed and maintained. To ensure currency, the librarians engage in an ongoing process of collection evaluation. This process includes consideration of the publication date and the currency of the information maintained in the collection. Additionally, the Library utilizes the Annual Program Plan (APP) and Comprehensive Program Review (CPR) processes to continually evaluate its program effectiveness ([SC-Website-ProgramReview-NonInstructional-20181101](#)).

Baccalaureate Degree in Respiratory Care (Library)

In spring 2016, the Bachelor of Science in Respiratory Degree program faculty and staff met with the Library to discuss support for the program ([SC-Website-Library-20180503](#)). Additional library resources were added to support the program including:

- Dedicated library subscriptions to health science journals including new electronic subscriptions to *American Journal of Respiratory and Critical Care Medicine (AJRCCM)*, *The Lancet*, *Chest*, *Heart & Lung*.
- Dedicated information literacy and research support from health sciences librarian.
- Textbooks specific to the program were made available to students through Library faculty reserves
- Dedicated support for the learning management system, Canvas, for Bachelor of Science in Respiratory Care students

Baccalaureate Degree in Respiratory Care

Furthermore, the Library has added resources to support the Baccalaureate Degree in Respiratory Care program. Currently the library acquired subscriptions to health science journals including new electronic subscriptions to *American Journal of Respiratory and Critical Care Medicine (AJRCCM)*, *The Lancet*, *Chest*, and *Heart & Lung* ([SC-Website-Library-LearningTechnologySupport-20180911](#)). The library hired an adjunct librarian to provide dedicated information literacy and research support online. The librarian is also available via Canvas or email to students within the program.

Additionally the Library has made available respiratory care related e-books to students through a research guide. This includes access to the digital version of Egan's Fundamentals of Respiratory Care.

The Learning Center (TLC)

TLC provides learning skills courses, workshops, and tutoring for a wide array of Skyline College classes, including online classes, with individualized or group tutoring available in drop-in or scheduled appointments ([SC-Website-TLC-20190327](#)). In 2017-2018, in the tutorial labs alone, TLC served approximately 800 students each semester with more than 9,000 student transactions and 8,000 hours logged per semester ([TLC-APP-2018](#)).

TLC provides the following programs, services and ongoing instruction for faculty and students, all of which have the quantity, currency, depth and variety to support student learning:

- **Tutoring Support:** Tutoring support is provided through TLC's five labs, which provide content tutoring in reading, writing, mathematics, science, business and other subjects. Tutoring is provided to students through the registration of LSKL 803, a free course to students seeking drop-in peer tutoring, or LSKL 800, a pass/no pass class with either .5 or 1.0 units of credit [28]. In fall 2017 enrollment in LSKL 800 was 1200 students; enrollment in LSKL 800 has steadily increased year to year ([TLC-APP-2018](#)).
 - Writing and Reading Lab (WRL) ([SC-Website-TLC-WRL-20190327](#)): WRL offers assistance to students on any reading or writing assignment in a non-ESOL course. WRL received 1,213 visits from students in fall 2015 ([TLC-APP-2015](#)).
 - ESOL Lab ([SC-Website-TLC-ESOLLab-20190327](#)): Tutoring is provided to students enrolled in ESOL courses and provides weekly conversation groups. In fall 2015, the ESOL Lab received 380 visits ([TLC-APP-2015](#)).
 - Math Assistance Lab ([SC-Website-TLC-MathLab-20190327](#)): Students who are enrolled in all levels of math from Math 811 to Math 275 receive tutoring through the Math Assistance Lab. In fall 2015, there were 4,173 visits to the Math Assistance Lab ([TLC-APP-2015](#)).
 - World Languages Support Lab ([SC-Website-TLC-20190327](#)): World Languages support is also offered through one-on-one tutoring support for Spanish and weekly conversation groups for other groups ([SC-Website-TLC-20190327](#)).

- Science, Social Science, and Business Tutoring Lab ([SC-Website-TLC-ScienceLab-20190327](#)): Student receive tutoring in biology, chemistry, physics, accounting, economics, and business courses through the Science, Social Science, and Business Tutoring Lab. In fall 2015, there were 798 visits to this lab ([TLC-APP-2015](#)).
- Directed Learning Activities (DLA): DLAs were added as a required component to LSKL 800 in fall 2017 ([TLC-APP-2018](#)). These short exercise worksheets, developed by faculty or TLC staff, are completed by students in TLC and require follow up with a tutor ([SC-TLC-DLA-Process](#)). DLAs are not homework nor are they graded; they are meant to give students more practice or skill introduced in a class. Faculty can make a referral to DLAs through the completion of the DLA Referral Form ([SC-TLC-DLA-ReferralForm](#)). Example subjects and topics for DLAs include ([SC-Website-TLC-DLA-20190327](#)):
 - English: PIE paragraph, punctuation, reverse contractions, subject, object transitivity
 - ESOL: Passive voice, fragments, simple verb tense, present perfect tense
 - Math: Decomposing fractions, order of operation, solution to equations, function inverses, geometric sequence
 - Study skills: Notetaking, time management, test preparation, annotation, timed essays
- **Peer Mentoring:** The Peer Mentoring program is designed to leverage the skills and experiences of continuing students who are trained to facilitate academic and personal success outcomes for their fellow students (mentees) ([TLC-APP-2018](#)). The program helps students connect to resources, understand the culture of college, and become part of a community of learners who have similar interests and goals. The peer mentors work closely with a retention specialist to create student success plans, document contacts with their mentees, and proactively monitor the progress of their mentees ([SC-Website-TLC-PeerMentor-20190328](#)). In spring 2018, the Peer Mentoring program supported 63 mentees and held 123 mentor/mentee meetings (41).
- **Retention Specialist:** The retention specialist not only works closely with the peer mentors, but also is available to work with students, faculty and staff in an effort to ensure persistence and completion. During one-on-one appointments the retention specialist is able to motivate students, connect them with resources, and train them in techniques to monitor their own progress towards the completion of their goals ([SC-](#)

[Website-TLC-RetentionSpecialist-20180916](#)). The retention specialist works closely with basic skills faculty through an early alert system; faculty submit a referral and students are then contacted by the retention specialist for follow up ([SC-RetentionSpecialist-LogicModelFlowchart-2018](#)).

- **Supplemental Instruction (SI):** SI is an academic assistance program designed to help students succeed in traditionally difficult courses through in-classroom support and voluntary group study sessions. These sessions are facilitated by SI Leaders, peers who have already successfully completed the targeted course. The SI Leaders attend class meetings and make themselves available for active and collaborative study sessions ([SC-Website-TLC-SI-20190328](#)). During the 2017-2018 academic year, TLC offered 93 SI sessions (44 in fall 2017 and 49 in spring 2018) per week in courses that historically see high enrollment rates but low success rates ([TLC-APP-2018](#)). Courses that include a SI are designated as such in the online schedule of classes ([SMCCCD-Website-Webschedule-20190328](#)).
- **Academic Workshops:** TLC workshops prepare students by helping them develop skills for academic success. Workshop topics include study skills, Microsoft Office basics, the writing process, language practice groups and mathematical skills and concepts, among others ([SC-Website-TLC-Workshops-20190328](#)). In fall 2017, TLC offered 150 workshops with 1,001 total attendees on topics related to learning and student success ([TLC-APP-2018](#)). Examples of workshops include ([SC-Website-TLC-Workshops-20190328](#)):
 - How to Connect with Your Professor
 - Academic Skills Workshop: Grammar Hour of Power (ongoing)
 - What the Learning Commons Has to Offer You
 - Be Web Savvy
 - Navigating Your First Year of College
- **Computer Lab:** TLC has a computer lab which houses a total of 21 computers and printing stations. Computers are equipped with assistive technology such as Kurzweil 3000 and other current software ([SC-Factsheet-ComputerLabs-Spring2018](#)).
- **Math Jam:** Offered in collaboration with the Mathematics Department, Math Jam is a two-week intensive math preparation program offered during intersession periods. Math Jam is designed to prepare students for upcoming math courses and math placement tests, and provide an opportunity for math replacement ([SC-Website-MathJam-20190328](#)).

In order to meet the needs of students regardless of location, TLC's website has links to writing and reading guides ([SC-Website-TLC-WritingReadingGuides-20180916](#)), math and science guides ([SC-Website-TLC-MathScienceGuides-20180916](#)). Distance education students can access online tutoring through NetTutor, a tutoring platform that has been vetted by California's Online Education Initiative ([TLC-APP-2016](#), [TLC-APP-2018](#)). TLC continually evaluates its program effectiveness and currency through the APP and CPR processes ([SC-Website-ProgramReview-NonInstructional-20181101](#)).

Baccalaureate Degree in Respiratory Care (TLC)

Additionally, tutoring is available for a variety of subjects relevant to the Bachelor of Science in Respiratory Care program including writing, reading, math, sciences, and social sciences ([SC-Website-TLC-20190327](#)). A dedicated tutor for the program was hired in 2017 and provides embedded tutoring support. A Simulation Lab has also been established to enhance the learning experience ([SC-Website-AlliedHealth-SimulationLab-20190328](#)). The lab features state-of-the-art Gaumard adult, infant and premie tetherless simulators. The lab also includes full patient monitors, beds, standard clinical supplies, and a video recording system.

Other Learning Support Programs

In addition to the services provided by the Library and TLC, various special programs on campus offer learning support services.

- **Disability Resource Center (DRC):** The DRC offers an Assistive Technology (AT) Lab staffed by two full time Instructional Aide-IIs who provide technological support for students using assistive technology. The AT Lab has 13 computers ([SC-Factsheet-ComputerLabs-Spring2018](#)) that contain assistive technology software such as Kurzweil 3000, Fusion (Jaws + ZoomText), Dragon NaturallySpeaking, LiveScribe Echo, Inspiration Mindmapping, and Windows 10, which offers a vast array of accessibility features. Student assistive technology software needs are evaluated on a biannual basis to maintain currency. The DRC has a variety of equipment and software available for student loan such as Chromebooks, SmartPens, Sonocent, calculators, digital audio recorders, and text-to-speech software. The DRC also provides students with access to five hours of one-on-one math tutoring and three hours of one-on-one English tutoring. This tutoring is provided free of charge to students with disabilities in a quiet, distraction-reduced setting ([DRC-APP-2018](#)).
- **Veterans Resource Center:** The Veterans Resource Center has four computers available for students who are veterans to use and has Sonocent notetaker software available for student license ([SC-Factsheet-ComputerLabs-Spring2018](#)).

- **Mathematics Engineering Science Achievement (MESA) Center:** MESA, a part of the California Community College MESA Program, is an academic enrichment program which helps educationally disadvantaged students excel in math and science and graduate from college with degrees in math-based fields ([SC-Website-MESA-20190320](#)). Skyline College's MESA Center offers computers, instructional software, dedicated study space, academic workshops, tutoring in math and science ([SC-Website-MESA-Tutoring-20190328](#)), transfer assistance, field trips, scholarship application support and peer support. Skyline's MESA Center has partnerships with Stanford University, San Francisco State University's NIH Bridge Program, and University of California Berkeley's ELP Program ([SC-Website-MESA-20190320](#)).
- **Extended Opportunities Programs and Services (EOPS), CARE, CalWorks, and Guardian Scholars Program (GSP):** These programs provide students with STEM tutoring, four computers for student use ([SC-Factsheet-ComputerLabs-Spring2018](#)), and equipment loans (Chromebooks, Smartpens, and calculators). Students in these programs are required to participate in ongoing instructional activities each semester such as workshops and on campus events ([EOPS-APP-2018](#)).
- **TRiO Student Support Services (TRiO):** TRiO offers students one-on-one STEM tutoring and has 12 computers available for student use ([SC-Factsheet-ComputerLabs-Spring2018](#)). Students in Trio are required to participate in ongoing instructional activities each semester such as workshops and on-campus events ([TRIO-APP-2018](#)).
- **Promise Scholars Program (PSP):** This program, which is covered in greater detail in the QFE, provides dedicated English and STEM tutoring to students. Students in the PSP are required to participate in ongoing instructional activities each semester such as workshops and on campus events ([PSP-APP-2018](#)).
- **Accounting Lab:** The Accounting Lab has 36 computers and is staffed 26 hours per week by a qualified accounting tutor as well as 16 hours a week by two full-time accounting instructors for open lab hours ([ACTG-CPR-2017](#)).
- **The Business Computer Management Lab (BCM):** The BCM lab is heavily used both as a drop-in lab and as computer classrooms by faculty across disciplines. There are currently two labs, one Mac lab and one PC lab, that serve differing academic needs of Skyline College students. In 2016-2017 FY, approximately 161 courses were using the

lab, since modifications/ upgrades and better tracking strategies were implemented, classes and other programs started using the BCM lab more frequently and repeatedly. In 2017-2018 FY, the frequency and scope of the BCM lab's use reflects an approximate increase to over 31,000 respectively by both classrooms and now student support programs ([BCMLab-UsageReport-20190410](#)).

Evaluation

The College meets the standard. The Skyline College Library meets the instructional, research, reference, and recreational reading needs of its users, in addition to supporting the teaching mission of College ([SC-Website-Library-CollectionsDevelopment-20180503](#)). Additionally, the College learning support services comprehensively serve its student population regardless of student location or the delivery by which they are receiving instruction. Library and learning support services ensure the quantity, currency, depth and variety of its resources and support programs through outreach to faculty and staff and by undergoing the APP and CPR processes.

Improvement Plan

None

- II.B.2** Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. **(Educational Equipment and Materials)**

Evidence of Meeting the Standard

Skyline College relies on the expertise of its librarians and other discipline experts to both select and maintain its educational equipment and materials. The actual quantity and breadth of equipment and materials—including the Library’s collection of books, periodicals, databases and computers—is discussed in [II.B.1](#). As discussed in that section, the Library follows the Collection Development Policy ([SC-Website-Library-CollectionsDevelopment-20180503](#)) and utilizes the expertise of its library faculty to make decisions regarding its materials in the pursuit of supporting student learning. All full-time librarians are assigned specific subject areas and is responsible for a systematic evaluation of library holdings in these subjects on a regular basis, with the goal of maintaining the strengths and correcting the weaknesses of the collection by anticipating, identifying, and responding to the changing information and education needs of students and faculty.

Comparable to the Library, TLC has also adopted software that helps track student usage and increase student learning opportunities. For example, Accudemia Tracking System is an online cloud-based system that “speaks” to Banner which, in turn, allows for the tracking of interactions with tutoring, supplemental instruction, and independent studying that occurs within TLC ([SC-Library-AccudemiaSampleReport-20190402](#)). Data from this system helps discipline experts make appropriate decisions regarding educational equipment and materials.

Another way the College utilizes its faculty to ensure it is maintaining the educational equipment and materials to support student learning is through the collaborations amongst faculty. For example, instructors are able to submit requests for various services including workshops, materials ordering, as well as the ability to place text books on reserve ([SC-Website-Library-FacultyServices-20180503](#)).

The main means by which the College employs faculty expertise in maintaining educational equipment and materials is through the APP and CPR processes, which require a yearly assessment of needs, including equipment requests, along with the analysis of how effective current equipment and materials are in supporting student learning.

Evaluation

The College meets this standard. Faculty are a key component to maintaining resources, including educational equipment and materials, for the Library and other learning resources housed in the Learning Commons.

Improvement Plan

None

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- II.B.3** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. **(Evaluation of Library and Learning Support Services)**

Evidence of Meeting the Standard

The College uses a variety of assessments to assure the adequacy of Library and other learning support services in meeting student needs and contributing to the achievement of learning outcomes.

The Library currently uses five methods to evaluate services to assure it meets student needs and are contributing to student learning outcomes: 1) the APP, 2) the CPR, 3) the Administrative Leadership Unit Review (ALUR), 4) surveys, and 5) assessment of Institutional Student Learning Outcomes (ISLOs) related to Information Literacy ([TLC-APP-2018](#); [Library-APP-2018](#)). Through the APP and CPR processes, the Library and learning support services regularly assess the efficacy of their services. Data is gathered around usage and quality of services. In particular, the CPR, a self-study conducted every six years, provides the opportunity for the Library faculty and staff to determine how the Library is living up to the College Mission-Vision-Values (MVV) Statement and goals, as well as the changing needs of Skyline College's diverse community ([Library-APP-2018](#)). Student and faculty surveys inform the staff of the strengths and areas in need of strengthening. These evaluations are used to improve access and services leading to improved student success ([SC-Library-AccademiaSummaryReportbyService-20190114-20190524](#)).

The Library uses assessment as a basis to evaluate teaching effectiveness and set goals for improvement. Based on previous assessment and feedback received from faculty, the Library is revamping its Information Literacy Plan to align it to the new Association of College & Research Libraries Framework for Information Literacy. The new framework calls for more active learning and embedded librarianship. While the Library no longer offers standalone courses that would necessitate the assessment of Student Learning Outcomes (SLOs), the Library participated in the assessment of the Institutional Student Learning Outcome (ISLO) on Information Literacy ([SC-Website-SLOAC-ISLOAssessments-20190317](#)). One change that came out of that assessment include embedded librarian modules in ENGL 105/100 courses ([SC-Library-APP-2018-EmbeddedLibrarianModels-20190308](#)).

TLC also evaluates its services regularly to assure the efficacy of its services and to use the results as a basis for improvement. One such way TLC evaluates its services is through the surveys students take every semester to determine satisfaction and need ([SC-StudentSelfReflectionSurveyResults-](#)

[InformationLiteracy-FA2016](#)). TLC uses information and result from these surveys to improve services such as extended hours of operations, embedded tutoring, and development of a peer-mentor program. TLC also utilizes the APP and CPR processes to evaluate its success in meeting its learning outcomes ([Library-APP-2018](#)) and to forge plans to address any shortcomings.

Evaluation

The College meets the standard. Both the Library and TLC evaluate the efficacy of their services in meeting learning outcomes through surveys and the program review process, using the results as a basis for initiating changes that can improve student learning.

Improvement Plan

None

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- II.B.4** When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (Eligibility Requirement 17)
(Agreements for Library and Learning Support Services)

Evidence of Meeting the Standard

The Skyline College Learning Commons, which consists of the Skyline College Library and TLC, continues to participate in formal agreements with partners and evaluate the performance and reliability of the services provided. External partnerships directly support the College's goal to develop the scope, quality, accessibility, and accountability of instructional and student services offerings, programs and services.

Skyline Library: The Library's primary collaborative relationship is with the PLS, a consortium of 32 public libraries in San Mateo County plus the three college libraries within the San Mateo County Community College District (SMCCCD). Skyline College Library's PLS membership continues to be of paramount importance, primarily because of the sharing of resources across the system which include shared Integrated Library System (ILS), shared catalog records, interlibrary loans, and heavily discounted access to proprietary databases.

The District's contractual agreement to participate in the PLS allows students, faculty, staff, and the community access to the complete shared catalog of the entire consortium, including books, periodicals, audio-visual materials, and proprietary databases ([SC-Website-Library-Overview-20190329](#), [PLS-Website-20180503](#)). With a PLS library card, Skyline College students can request materials online from any library within the consortium for delivery via interlibrary loan or use services at any other consortium library location. In turn, library users throughout San Mateo County can request Skyline College items via interlibrary loan for pick up at local libraries as well as visit Skyline College to use services.

Skyline College librarians and staff are members of various PLS committees, working groups, which recommend policies and procedures: PLS Circulation Managers Committee, Information Services Committees, Cataloging Standards Committee, and the IT-Group ([PLS-Website-PLSCommittees-20190329](#)). Membership on these committees allows Skyline College Library to participate in the consortium's decision-making process including approval of various PLS initiatives, material borrowing policies, and joint purchases.

Skyline College continuously assesses the benefit of this partnership with PLS. Data is gathered around number of items circulated, number of items placed on hold, library cards given, etc. Costs advantages are analyzed by looking at electronic databases use vs. cost of renewing access to these sites ([SC-Library-CirculationStatistics-201801-08](#)).

The Library's other main collaborative relationship is with the Community College Library Consortium (CCLC). The CCLC, a partnership between the Community College League and the Council of Chief Librarians including the California Community College libraries, conducts a program of cooperative buying to leverage purchasing power and assists individual libraries with database contracts and services ([CCL-Website-20181019](#)). Participating libraries share information which evaluates the various online database contracted through the consortium. This information is used to help Skyline College librarians select appropriate databases to subscribe to based on the individual needs of the college. The database vendors provide regular usage reports for each database the library subscribes to. These reports, which are either sent directly to the library or are accessed online, are also reviewed and considered by librarians when recommending and selecting databases.

TLC: TLC employs the services of two external contractors, NetTutor, which provides online tutoring for students to support instructional programs, and Accudemia, an online appointment software that enables to students sign up for tutoring services and track assessments to support instructional programs.

Students access NetTutor through the Canvas course page for LSKL 803, a free, zero-unit class that allows access to TLC services. LSKL 803 is used to track students' use of tutoring services and instructional support provided by TLC. The District entered a formal agreement with NetTutor that ensures the security and privacy of student data ([FCC-LSI-Agreement-20150315](#)).

TLC regularly assesses the performance of NetTutor online tutoring service through the completion of the Rules of Engagement Questionnaire ([NetTutor-ROE](#)). NetTutor provides an explanation of Standard Rules of Engagement based on responses from the Rules of Engagement Questionnaire ([NetTutor-ROE-Questionnaire](#)). Additionally, feedback from tutees are gathered after each tutoring session to assess the overall performance of these systems ([SC-Library-NetTutorSurveyReport-20180812-20190226](#)). These performance surveys are reviewed by TLC's manager and staff throughout the semester, at which time the frequency of support requests is also reviewed.

Accudemia, an easy-to-use appointment scheduling software, allows tutors to track assignments, comments, and session times, and dates to assess student progress. It also allows for pre-scheduled appointments as well as walk-in services. Students can create appointments through their online student portal or come to the center for assistance creating appointments if they prefer.

Accudemia is used to track the amount of time tutors spend tutoring. Each tutor is listed as a “user” within the system and must log in and out at the beginning and end of each shift. Each tutoring session is logged, with the ability to pull reports and view the total number of hours, sessions, and individual student tutors have worked within a given day, week, semester, and year depending on the report run ([SC-Library-AccudemiaSummaryReportbyService-20190114-20190524](#)).

Evaluation

The College meets the standard. Skyline College had contractual agreements with external organizations such as the PLS and NetTutor. These services are documented and regularly assessed in terms of their performance and reliability.

Improvement Plan

None

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II.B. Conclusion

Skyline College supports student learning and achievement in quantity, currency, depth and variety by providing extensive library and other learning support services to both students and personnel responsible for student learning. The Library's extensive holdings and its ongoing efforts to provide support and access to technology and academic instruction; TLC's robust student support services via tutoring, peer mentoring, Retention Specialists, and Supplemental Instruction; and the array of other learning support programs such as the DRC, Veterans Resource Center, MESA, TRiO, Promise Scholars, and various academic labs, contribute to the variety of ways Skyline College serves the needs of students, faculty and staff. Additionally, the access they provide to various types of learning technology resources ensures the depth of their services and that they are contributing to achieving student success. And to ensure connections to the community, their efforts via grant funded events, collaborations with student support learning programs, Associated Students at Skyline College and other outside partnerships with other libraries and institutions ensures that their services continue to advance the mission of the college. Finally the Library, TLC and other learning support programs engage in evaluating, maintaining, and providing access to materials that support and enhance student learning by regularly evaluating the effectiveness of their services through APPs and CPRs, surveys, and reports accessible via various databases.

II.C. Student Support Services

- II.C.1** The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.
(Eligibility Requirement 15) **(Evaluation of Student Support Services)**

Evidence of Meeting the Standard

Skyline College regularly evaluates the quality of student support services through the lens of the College culture of self-assessment and continuous improvement. The Integrated Planning and Resource Allocation Cycle allows for an ongoing and systemic cycle of student services' assessment, planning, resource allocation, implementation and re-assessment. This process of critical self-assessment ensures that student services support student learning as outlined in the College's Mission-Vision-Values (MVV), Strategic Plan, and Strategic Goals and Initiatives ([SC-IPRACModel-2017-19](#), [SC-StrategicGoalsInitiatives-2018-23](#)). In addition, the Annual Program Plan (APP), Comprehensive Program Review (CPR), and Administrative Leadership Unit Review (ALUR) of each student services and programs provides the analysis of what is needed to best support students.

This evaluative process resulted in a reassessment of how best to support student achievement through student support services. One example in particular is that in 2014, the Board of Trustees adopted goals that prioritized the service of "at-risk and place-bound students" (SMCCD-BoardGoals-2014-15). The College had evaluated its student success and completion data and discovered that only 13.5 percent of students graduated or transferred within six years. As a testament to the culture of continuous improvement, the College researched programs that had demonstratively improved completion rates through student support services. A combined team of faculty, staff and administrators performed extensive research and, after assessing the needs of the College, recommended that the College adopt the Accelerated Study in Associates Program from the City University of New York and develop the Skyline College Promise Scholars Program (PSP) ([SC-Website-PSP-20181101](#)). PSP provides last dollar financial support, book vouchers, and transportation to first-time full-time students. Skyline College has 507 students in its first cohort. PSP is discussed in greater detail in the College's QFE.

To gain more insight on ways to support students, the College also conducts comprehensive surveys including the Community College Survey of Student Engagement (CCSSE) ([CCSSE-SurveyResults-FA2016](#)) and the Student Voice Survey ([SC-StudentVoiceSurveyResults-SP2018](#)). The Student Voice Survey, developed by the College, provides information about student experiences

inside and outside of the classroom. One of the issues that was brought to the attention of the College from the survey was the impact of textbook costs on student success. As a result, the College has developed the Open and Affordable Book Project ([SC-Website-ZTC-20181212](#)). The College also applied for and received a \$150,000 grant from Zero Textbook Cost Degree initiative to “identify, develop and compile” Open Education Resources (OER) ([SC-Website-OER-20181101](#)).

Another example of the evaluation process leading to demonstrative change is the current consideration of a new student platform system for all three colleges within the District. The District is in discussion about implementation of a Customer Relations Management system that assists counselors, coordinators and student support staff to better monitor the trajectory of a student as well as provide interventions as needed during the student’s enrollment at the College ([SMCCCD-Website-TechTaskForce-20190329](#)).

Evaluation

The College meets the standard. Through the APP and CPR processes, in concert with student surveys, Skyline College demonstrates and evaluates its commitment to supporting student learning and the College MVV ([SC-Website-PRIE-StudentFeedback-20190206](#)). Skyline College provides student support services from first contact to completion (graduation or transfer) that enhances the accomplishment of the College’s mission “to transform and empower a global community of learners.” ([SC-Website-CounselingSupportServices-2019](#) **Is this supposed to be here?**) The consistent planning and continuous evaluation of programs and services allows the student services leadership team to forecast and plan for future student needs.

Improvement Plan

None

- II.C.2** The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. (**Assessment of Learning Support Outcomes**)

Evidence of Meeting the Standard

Skyline College identifies and assesses learning support outcomes continuously to ensure appropriate and effective services are provided for all students. Skyline College provides a systematic and regular review process for all student support services through the APP, CPR, and Student Voice Surveys processes that include assessment, analysis, and plans for improvement and reflection ([SC-Website-PRIE-StudentFeedback-20190206](#)). The CPR process is integrated with the budget and planning process to ensure findings and recommendations can be addressed in future institutional planning. Each year the process is evaluated to determine its effectiveness in meeting the needs of the institution ([SC-Website-IEC-20180914](#)).

Student services Student Learning Outcomes (SLOs) are assessed by faculty, staff, and administrators. Results of the assessment are used to measure program effectiveness and areas needing improvement. In-depth analyses are applied to develop an action plan and modify and/or discontinue specific SLOs. Continuous dialog occurs at the student services department and management level and results are posted on Skyline College's Institutional Effectiveness Committee's (IEC) website ([SC-Website-SLOAC-ISLOAssessmentResults-20180529](#)). An example of the discussion of continued review and refinement of Institutional Student Learning Outcomes (ISLO) is shown in the IEC minutes in which faculty modified and approved the addition of the growth mindset pedagogy to the current ISLO for Lifelong Wellness rubric ([IEC-Minutes-20160425](#)).

Using SLOs in all student service program areas, several departmental goals have been identified, achieved to better assist the academic, financial, and personal development of Skyline students. The following programs described below are highlights of how the assessment and analysis of SLOs have informed decision making to improve service area delivery, specifically for the Guardian Scholars Program (GSP) and PSP (as discussed in the QFE):

GSP:

GSP was developed to provide a network of support for current and former foster youth transitioning out of foster care. The program is designed to address the academic, financial, social and emotional development of aging-out foster youth while they work towards graduation and transfer at Skyline College. An example demonstrating the Program Student Learning Outcome (PSLO) for GSP is in the financial aid outreach and support for those students. Students

who complete their financial aid applications receive various types of funding, including a California College Promise Grant fee waiver, the Federal Pell Grant, and the Federal SEOG grant, and are eligible to apply for the Chafee Grant that is specific to foster youth students. At the completion of the 2016-2017 academic year, 76 percent of students in the GSP program completed their Free Application for Federal Student Aid (FAFSA). In comparison, during the 2017-2018 cycle, 70 percent of students in the GSP program completed their FAFSA. Investigation of students who have failed to complete their FAFSA or Dream Act application found that there were students who did not respond to outreach efforts from the staff.

One of the conclusions from the GSP's APP is that the GSP program needs a dedicated financial aid liaison who would support students in the application process and assist in the financial aid appeal process ([GSP-APP-2018](#)).

PSP:

The PSP is a comprehensive student support model that includes dedicated counseling, academic support, professional development resources, and financial support. The PSP is a key component of Skyline Colleges' comprehensive redesign which is discussed in greater detail in the QFE, and upholds the Skyline Promise to ensure students graduate and/or transfer in a timely manner that aligns within a period consistent with established expectations in higher education. The PSP launched pilot cohorts in the 2016-2017 and 2017-2018, and the 2018-2019 academic year will be the first year for full replication of the Accelerated Studies in Associate Programs model. The PSP is a structured program in that students must meet and follow the guidelines of the program to be eligible for participation. Data from the pilot program during 2016-2017 indicates PSP participants are persisting at a higher percentage than non-PSP students. The program's components of dedicated academic counselors who develop a comprehensive student educational plan, designate career counselors, require student participation in the College's informational workshops (i.e. financial aid information sessions, transfer planning, career workshops), and address financial aid support are instrumental in the persistence rate of PSP students ([PSP-APP-2018](#)).

Evaluation

The College meets the standard. Skyline College has identified learning support outcomes for its student population. The College continuously assesses the outcomes for each student services area or programs through the implementation of the APP, CPR, and, student voice surveys ([SC-Website-PRIE-StudentFeedback-20190206](#)). The College uses this data to regularly evaluate and improve services for students, such as the GSP and PSP programs, and to ensure that services align with the overall College MVV Statement and supports student learning.

Improvement Plan
None

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II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (Eligibility Requirement 15) **(Student Equitable Access)**

Evidence of Meeting the Standard

Skyline College is committed to assuring equitable access to all Skyline College students by providing appropriate, comprehensive and reliable support services regardless of service location or delivery method.

Skyline College Services:

| Student Support Services | Information and Support Available In Person | Available Online Services | Responsive Services Available Online |
|----------------------------------------------------|---------------------------------------------|---------------------------|--------------------------------------|
| Application Process (CCC Apply) | X | X | X |
| Admissions & Records | X | X | X |
| Assessment & Placement Testing | X | X | X |
| Bookstore | X | X | X |
| Career Services Center | X | X | X |
| Center for Student Life & Development | X | X | X |
| Counseling (general/academic) | X | X | X |
| Disability Resource Center | X | X | X |
| Electronic Counseling (general/academic) | X | X | X |
| Extended Opportunity Programs & Services | X | X | X |
| Student Equity and Support Programs | X | X | |
| Financial Aid | X | X | X |
| Guardian Scholars Program | X | X | |
| International Student Program | X | X | X |
| Health Services | X | X | X |
| Learning Commons | X | X | |
| Library | X | X | X |
| Mathematics Engineering Student Achievement (MESA) | X | X | |
| Promise Program | X | X | |
| Psychological Services | X | X | |
| Public Safety Department | X | X | X |
| Scholarship Application Process | X | X | X |
| Student Schedules & Catalog | X | X | X |
| SparkPoint at Skyline College | X | X | X |
| Transfer Center | X | X | X |
| TRiO Support Services | X | X | |
| Veterans Resource Center | X | X | |

Student Equity and Support Program Division (SESP)

The Student Equity and Support Program Division was established in 2016 to align with the College's commitment to the MVV Statement. SESP is guided by the Student Equity Plan, which outlines multiple activities designed by the College to improve the outcomes for specific student populations, while at the same time leading to improvement in overall institutional effectiveness in achieving equity in access, success, and achievement ([SC-SEP-Fall2015](#)). Regular evaluation of the SESP, which also includes evaluation of the Student Equity Plan, is conducted through the APP and ALUR ([SC-ProgramReview-ALUR-20180925](#)). SESP supports a variety of student services and programs, all of which are intended to address equitable access to student learning and achievement and all of which undergo regular evaluation, as documented in their APPs and CPRs.

Online Services:

All students, regardless of location, have access to online student services, such as student account information, registration, and class schedule information through the "my.smccd.edu" portal. These services include Canvas, learning management system; student email; WebSMART student portal for student records, registration, fee payment, and more; and DegreeWorks, student portal providing evaluation of academic progress toward certificate, associate degrees, and transfer.

The Canvas platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines.

The College also makes available online enrollment steps beginning with the CCCApply online application (available in print by student request), and New Student Orientation available through WebSMART, as well as placement and assessment implementation of multiple measures and counseling, both available through e-counseling.

Skyline College strives to make all web resources accessible to the broadest possible audience. Skyline College seeks to meet or exceed the Web Content Authoring Guidelines (WCAG 2.0/2.1 Level AA) established by the World Wide Web Consortium (W3C) and the U.S. Federal Government Section 508 Accessibility Guidelines.

Students can learn about course materials and textbooks through the online platform, WebSchedule and through the College Bookstore website. The College Bookstore website also includes online purchase for event tickets, College logo merchandise, computers, magazine subscriptions, and more ([SC-Website-Bookstore-20180416](#)). The College Commencement Ceremony information is accessible to students by mail as well as access to online

commencement registration and information ([SC-Website-Commencement-20190329](#)). Student services forms are accessible in-print and as downloadable forms ([SC-Website-Counseling-StudentForms-20190329](#)).

All materials about the College and District policies are also available to students regardless of location. Details regarding College and District policies, such as Student Rights and Responsibilities, Academic Integrity/ Honesty, the Student Code of Conduct and processes regarding Sexual Assault/ Harassment Complaints, Unlawful Discrimination Complaints, Title IX, the College and District Grievance Process, are all available online, in addition to being in the print versions of the College Catalog, schedule of classes, and Student Handbook ([SC-Website-StudentHandbook-20180914](#)).

Additionally, learning support services are also accessible to students regardless of their location. The Learning Commons, which includes the Library and The Learning Center (TLC) also provides a variety of services available to distance education students or others that cannot make it to campus. Online tutoring is provided by NetTutor and is available to all current students and offers support after regular business hours and during the weekends ([SC-Website-TLC-20190327](#)).

Evaluation

The College meets the standard. The College provides a wide variety of student support services, many of which are accessible to students regardless of their location. Crucial services such as library resources and tutoring are available both in person and online. All services maintain a web presence to provide students necessary information, from College and District policies to enrollment information and degree eligibility.

Improvement Plan

None

- II.C.4** Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances. **(Co-curricular and Athletics Programs)**

Evidence of Meeting the Standard

Skyline College's co-curricular and athletics programs contribute to the institutional MVV, as well as the social and cultural experiences of campus life. Co-curricular and athletics programs—including, but not limited to, intercollegiate athletics, Associated Students of Skyline College (ASSC), clubs and events—are administered both financially and operationally in ways that are consistent with educational policy and standards of integrity.

The responsibility for the development and operational of co-curricular and athletics programs rests with the appropriate director, dean and vice-president. For those activities tied to classroom instruction, what is learned through instruction is put into use through production, performance, or competition at times extending beyond the limits of the scheduled class period. For those activities not tied to classroom instruction, events, programs and activities are offered to expose students to a diversity of experiences aimed at enhancing their educational experience.

All athletic programs and their operation are overseen by the Dean of Kinesiology, Athletics and Dance who reports to the Vice-President of Instruction. Skyline College offers the following intercollegiate athletic programs: Women's Volleyball, Wrestling, Women's Soccer, Men's Soccer, Women's Basketball, Men's Basketball, Baseball and Women's Badminton. Teams participate as a member of the Coast Conference and are part of the California Community College Athletic Association (CCCAA). Each athletic program is offered as a for-credit course both in and out of season which has been reviewed and approved by the campus Curriculum Committee, the Board of Trustees and the California Community Colleges Chancellor's Office (CCCCO). All athletic programs follow the Coast Conference and CCCAA Constitution and Bylaws, the San Mateo County Community College District (SMCCCD) Board Policy 7.23 ([SMCCCD-BoardPolicy7.23-201503](#)), the SMCCCD Administrative Policy 7.23.1 ([SMCCCD-AdministrativePolicy7.23.1-201308](#)), the state Education Code and Title IX requirements.

The athletics program, as part of instruction, completes an APP and a CPR. As such all policy, procedural and operational aspects of the program, including finances, are part of the campus-wide integrated budget and planning process. All funding and expenditures are regulated through the general budget or appropriate categorical source and follow all institution and District guidelines.

In addition to the APP and CPR, the Dean completes an annual R-4 (Statement of Compliance of Title IX Gender Equity) and Equity in Athletics Data Analysis (EADA) reports. As required by the CCCAA, the R-4 shows evidence of research into program offerings and participation by gender. The R-4 requires CCCApply application data, California Interscholastic Federation participation data and Skyline College's annual radius of competition. The goal of the R-4 is to assist Skyline College in assessing if the athletics program meets the needs and abilities of the current student population ([ATHL-ReportStatementofComplianceofTitleIXGenderEquity-2016-17](#)). The EADA is a federally mandated report that identifies program offerings, participation by gender, staffing and program expenditures. The EADA is submitted to the United States Department of Education and can be used by students to research and compare information about athletic programs ([ATHL-EquityinAthleticsDataAnalysisReport-2017](#)).

The Center for Student Life and Leadership offers a host of co-curricular activities and events to support the growth and education of students and the MVV of the College. By providing engagement opportunities through the ASSC, clubs and events, the Student Life and Leadership office promotes the ideal of human potential as it relates to intellectual, aesthetic, cultural and personal development. These co-curricular opportunities promote and encourage personal and collective responsibility through shared decision-making, leadership, concern for others, responsible citizenship, social and communication skills and peer networking.

ASSC, student clubs, event planning and student leadership training are housed under the Center for Student Life and Leadership Development. As of the end of spring 2018, there were 34 active student-initiated clubs on campus, each with a faculty advisor. Campus clubs represent a diversity of activities either based on student interest or directly associated with programs of study or academic achievement. The ASSC, the student government organization of Skyline College, ensures that the needs and concerns of the student body are addressed and heard in the campus and District decision-making process. The ASSC also provides and supports a wide range of educational, cultural and social programs at the College. A large part of the ASSC budget supports programs and events for the benefit of all Skyline College students, including but not limited to: Welcome Week, Club Rush, Skylloween, Latino Heritage Month, Black History Month, Asian Heritage Month, National Coming-Out Day, Cesar Chavez Day, Veterans Day, Earth Day, World AIDS Day, campus outreach programs, Call to Consciousness and other lecture series, Student Recognition and Awards Ceremony and the Commencement Ceremony ([SC-Website-SLLD-20181101](#)).

The Center for Student Life and Leadership Development, a part of student services, completes both the APP and CPR. As such all policy, procedural and

operational aspects of the program, including finances, are part of the campus-wide integrated budget and planning process and are evaluated on consistency of mission and standards of integrity ([SLLD-APP-2018](#); [SLLD-CPR-2016](#)). All revenues, including the student representation fee and vending, and expenditures are regulated through the general budget or appropriate categorical source and follow all institution and District guidelines as specified in the SMCCCD Board Policy 7.60 ([SMCCCD-BoardPolicy7.60-201308](#)), the SMCCCD Administrative Policy 7.60.1 ([SMCCCD-AdministrativePolicy7.60.1-201308](#)), the SMCCCD Board Policy 7.61 ([SMCCCD-BoardPolicy7.61-201308](#)), and the SMCCCD Administrative Policy 7.61.1 ([SMCCCD-AdministrativePolicy7.61.1-201308](#)).

Skyline College also offers a variety of co-curricular events in the performing arts which support the institution's MVV. Examples include the Art Gallery, dance, drama and music productions, a performing art showcase and a range of concerts, musicals and other pieces of performing arts. These programs are the product of student and community interest and support. As such, with the exception of rentals or co-sponsored events, performances are part of the credit instruction program and are thereby supervised by program faculty and administration. Performing arts performances and events for 2017-2018 included, but were not limited to the following: Art gallery with four exhibitions including faculty and student art, music ensemble performances in the fall and spring from the Concert Band, Concert Choir, Jazz Band and Vocal Jazz Ensemble, dance performances in the fall and spring, drama performances in the fall and spring, a musical performance in the spring and a performing arts showcase in the fall. Through the dance program and the Dance Honor Society student club, students also participate in peer-taught dance workshops, both at on-campus dance festivals and on visits to local high schools and community centers. Competitive dance teams compete in Universal Dance Association competitions at the regional and national level. The student drama club, in coordination with drama classes, also creates a summer play.

Performing arts programs (with the exception of Dance, which falls under the purview of the Kinesiology, Athletics and Dance Division) at Skyline College are housed primarily in the Social Sciences and Creative Art Division and are managed by the Dean and led by faculty to ensure that all aspects of the program are consistent with the College MVV and operate with integrity and fiscal responsibility. Each performing arts program is offered as a for-credit course which has been reviewed and approved by the campus Curriculum Committee, the Board of Trustees and the CCCCCO.

Performing arts programs (Art, Dance Drama and Music) are part of instruction and complete an both the APP) and CPR. As such all policy, procedural and operational aspects of the programs, including finances, are part of the campus wide integrated budget and planning process and are evaluated on consistency

of mission and standards of integrity ([DANC-CPR-2018](#)). All revenues and expenditures are regulated through the general budget or appropriate categorical source and follow all institution and district guidelines.

Evaluation

The College meets the standard. All co-curricular programs, including athletics, are suited to the institution's MVV and are conducted in accordance with the highest standards of integrity. Skyline College maintains operational, programmatic and financial responsibility and accountability for these programs through established policies and procedures.

Improvement Plan

None

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- II.C.5** The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. **(Counseling and Academic Advising Programs)**

Evidence of Meeting the Standard

Skyline College provides in-person and online counseling and academic advising services to support student development and success ([SC-Website-COUN-20181101](#), [SC-Website-COUN-OnlineCounseling-20181101](#)). The College currently employs 18 full-time counselors and 35 adjunct counselors. Counselors serve in the following areas: general counseling, Transfer Center, Career Center, financial aid, PSP, Meta Majors, Respiratory Care, Veterans Resource Center, DRC, International Students, Student Success Program, learning communities (ASTEP, Kababayan, Puente, First-Year Experience, CIPHER, PACE, Engineering & Technology Scholars, Teacher Track), EOPS, CARE, CalWORKs, GSP, TRiO, Psychological Services, SparkPoint, Middle College, English for Speakers of Other Languages (ESOL), Hermanos/Hermanas/Kapatiran concurrent enrollment high school instruction programs, and counseling instruction. Programs are described on each respective program's website. As of the 2017 Skyline College Balanced Scorecard, the student to counselor ratio is 625:1 ([SC-BalancedScorecard-2016-17](#)).

The College prepares faculty and other personnel responsible for the advising function by providing various opportunities for the professional development of counselors and staff in advising roles. All counselors are faculty members who meet minimum qualifications for their discipline. Each new full-time counselor participates in the New Faculty Academy training program (formerly named Bootup Camp) ([SC-Website-CTTL-FacultyPDBootupCamp-20181101](#)). The Counseling Division conducts ongoing trainings for adjunct counselors and counseling interns ([SC-CounselorTrainingSchedule-Fall2017](#), [SC-NewCounselorTraining-2018](#)). Current counselors are also encouraged to participate to refresh their content knowledge. Counselors routinely attend CSU and UC annual conferences, as well as program-specific conferences and workshops. The Counseling Division meets every other week throughout the fall and spring semesters with an opportunity to provide updates on initiatives as well as additional training ([COUN-Agenda-20161101](#)). Discipline-specific faculty and counselors collaborate to provide program pathways which best meet student needs. Counselors regularly meet with instructional division faculty to provide information about transfer pathways and graduation requirements and to build a connection between instructional programs and counselors ([COUN-CourseSequenceFacultyMeetings-2018](#)). All counselors are

placed on an evaluation cycle and routinely evaluated. Each evaluation contains peer and administrator review and includes student questionnaire surveys ([AFTFacultyEvaluationProcedures-2016-19](#)). The APP and CPR process regularly evaluates counseling services and how they enhance student development and success. Counselors routinely review and revise as needed the PSLOs and career and counseling courses' SLOs data to assess how well students understand academic requirements, how well students are able to clarify career and/or educational goals, and overall satisfaction with counseling services ([SC-Website-PSLOs-COUN-20190329](#)).

Additionally, counseling and advising programs orient students to ensure they understand the requirements related to their program of study. Counseling services are embedded at time of recruitment, entry, persistence and retention, and completion of students' Skyline College educational goals in order to support each student get in, get through, and graduate on time. This element is discussed at greater length in the QFE ([SC-Website-Admission-Apply-20190329](#)). In collaboration with the Outreach Office, various programs within the Counseling Division work to recruit students from local middle schools and high schools, informing them of Skyline College academic programs and student services and resources. The Counseling Division has counselors teaching concurrent enrollment courses at local high schools (Hermanas/Hermanos/Kapatiran) ([SC-Website-HermanosProgram-20181105](#)) and on the College campus (Middle College) ([SC-Website-MiddleCollege-20181101](#)) which expose students to the rigor of college courses. New student orientations are held at high school campuses, online, and on the Skyline College campus.

Consistent with the requirements of the Student Success and Support Program (3SP), the College offers a comprehensive new student orientation ([SC-NewStudentOrientationBooklet-2017](#)). Non-exempt, first-time students are required to attend either an in-person group orientation or complete an online orientation prior to registration. A counselor facilitates all in-person group orientations, which cover the same information as the online orientation, and take approximately two hours to complete ([SC-Website-NewStudentOrientation-20181101](#)). Approximately 1,950 students received orientation services during the 2015-2016 academic year ([CCCCO-Website-SSSPMatriculationAllocation-2016-17](#)) which is representative of the average number of new students who enroll in the fall semester. Most students complete online orientation in 30 minutes. During the online orientation, students complete modules and a post-test to assess their understanding. The online orientation is accessible for students using assistive technology and is updated each semester. Counselors in EOPS, TRiO, DRC, PSP, GPS, and the learning communities also provide program-specific orientations once a student is admitted into their respective programs. Students may make an appointment to meet with a counselor either online or in-person, and appointments may be

made online through the student services portal in WebSMART, by telephone, or in-person.

Counseling and advising services ensure students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Counselors support student persistence and retention by providing abbreviated and comprehensive Student Educational Plans (SEPs); instruction in academic, personal, career development courses; major and career exploration support; personal counseling; workshops; and academic and personal development support service referrals. SEPs are completed electronically in DegreeWorks which is accessible to students 24 hours a day through their student services portal on WebSMART. SEPs are updated with a counselor as needed (for some programs with dedicated counseling, this is each semester) and allow students to identify their academic trajectory through goal completion ([SC-Website-COUN-SEPs-20190329](#)).

The initial education plan helps with timely and useful information by identifying courses that students should take during their first—and sometimes second—semester at the College. In addition to orientation and counseling sessions, counselors and other faculty provide a variety of workshops and courses to orient students to Skyline College programs and services and ensure that students understand program and transfer requirements. Specialized counseling and workshops are available for students in EOPS, CARE, DRC, CalWORKs, Veterans Services, learning communities, and TRiO. In terms of transfer support, in 2016-2017, the Transfer Center had 232 student contacts with university representatives, had 1325 student contacts in Transfer related workshops, had 227 student in attendance at the Transfer Fair, and took 170 students on Transfer Center field trips. And lastly, Career Services are supported by a full-time career counselor and three part-time counselors.

Statistics from the Division provide evidence that Counseling is, indeed, providing timely, useful and accurate information to students. For example, between July 1, 2015 and June 30, 2016, general counselors provided 8,765 scheduled appointments, completed 2,611 initial SEPs, 4,107 abbreviated SEPs, and 2,217 comprehensive SEPs. This does not include the students served through various categorical support programs ([CCCCO-Website-SSSPMatriculationAllocation-2016-17](#)). Dedicated counseling is implemented in special programs such as categoricals (EOPS, CARE, CalWORKs, GPS, TRiO, DRC), learning communities, PSP, Grove Scholars Program, Middle College, International Students, and of most recent, Meta Majors (which are discussed in the QFE). These programs support students with a dedicated counselor who meets regularly with them through the duration of their program participation. Counselors support student progress to completion through regular updates of SEPs as needed, appropriate referrals (i.e. transfer/career workshops, financial aid), and certificate, degree and transfer application support. Additionally, aside

from contact with counselors, students are informed of all pertinent academic deadlines each semester within the first five pages of each Skyline College schedule of classes ([SC-Schedule-DatesFees-FA2018](#)).

Evaluation

The College meets the standard. The College provides an extensive counseling program to support student development and success. The College encourages and supports participation in ongoing professional development opportunities for full-time and adjunct counseling faculty. Online and in-person orientations support counselor efforts to provide students with various opportunities to ensure that they understand the requirements related to their programs of study and that they receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Improvement Plan

None

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- II.C.6** The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (Eligibility Requirement 16)
(Admission Policies)

Evidence of Meeting the Standard

Skyline College adopts and adheres to admission policies consistent with its mission to “empower and transform a global community of learners” and specifies the qualifications of an eligible student. An open enrollment policy is upheld at Skyline College, stated in Administrative Procedure 7.37.1 ([SMCCCD-AdministrativePolicy7.37.1-201305](#)), which allows anyone 18 years of age or older, having received a high school diploma or equivalent, to enroll. Board Policy 7.37.1 ensures that all courses are made available for enrollment to anyone who has gone through the application process and is admitted to Skyline College.

High school or home-schooled students under the age of 18 may also be admitted to Skyline College and enroll in college-level courses through concurrent enrollment. This program allows high school aged students to earn college credits that will be applied toward their desired degree or certificate while also being enrolled in high school classes ([SMCCCD-BoardPolicy7.01-201403](#)). Enrollment may be limited to students who have met or will meet properly established prerequisites and co-requisites or the criteria for admissions to certain designated programs ([SMCCCD-AdministrativePolicy7.38.1-201308](#)).

Students are not required to receive permission to enroll in any class offered by the District, except as provided for in Board Policy: AP 5055 and District programs that have restricted enrollment. New, non-exempt students, as part of the 3SP (Title 5), are required to participate in orientation, assessment and advising. New students may petition to be exempted from these services ([SMCCCD-AdministrativePolicy7.39.1-201312](#)).

As is made apparent through the online process, applicants take the following steps to successfully enroll as a new student at Skyline College: 1) Apply Online, 2) Complete Orientation, 3) Complete Assessment, 4) Meet with a Counselor, 5) Register and Pay for Classes, 6) Sign Up for Financial Aid, and 7) Send in Transcripts ([SC-Website-Catalog-StepstoEnrollment-2018-19](#)). These steps 1-5 align with 3SP requirements. Students who complete these steps are considered “matriculated” and are then able to proceed with course registration. The steps to enrollment may also be found through the Skyline College schedule of classes ([SC-Schedule-StepstoEnrollment-FA2018](#)).

Admissions criteria for returning students is available online as well as the College Catalog ([SC-Website-Admission-Continuing-20181101](#)). A student returning to Skyline College after not having attended for more than three semesters will have to reapply as a new student. Criteria for international students are also available online ([SC-Website-Admission-International-20181101](#)). Students seeking courses merely for personal enrichment need only apply for the College and register and pay for classes ([SC-Website-Admission-NonDegree-20181101](#)). The website and the College Catalog outline admissions criteria for associate degree and certificate programs that require a separate program application to be eligible, such as Automotive, Anesthesia Technology, Cosmetology, Surgical Technology, Central Services Technology, and Respiratory Care, ([SC-Catalog-SpecialPrograms-2018-19](#)). Skyline College's newest program is the Bachelor of Science in Respiratory Care. The admission guidelines for this program are available in print and online through the Bachelor of Science in Respiratory Care web page along with major coursework sequencing for enrolled students ([SC-Website-RCBS-20181101](#)).

The Transfer Center website features a list of Associate Degree for Transfer (ADT) programs ([SC-Website-TransferCenter-20181121](#)). The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) degrees provide a guaranteed pathway into the California State University (CSU) system and are intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Additional online resources are available to students to learn more about ADT programs, for example, the "Degree with a Guarantee" website ([CSU-Website-ADTGuarantee-20180914](#)).

Skyline College is currently implementing the Guided Pathways for students by providing and sequencing course requirements for their desired degree or certificate ([SC-Website-MetaMajors-GuidedPathways-20181101](#)). Meta Majors, officially launched in the fall 2018, houses majors under one of four sub-categories: 1) Arts, Languages, & Communication, 2) Business, Entrepreneurship, & Management, 3) Science, Technology, & Health, or 4) Society & Education. Each individual major is grouped together with other majors that share similar courses or requirements and students are to receive academic and career counseling based on their Meta Major area ([SC-Website-MetaMajors-20181101](#)). The Skyline College Outreach team assists high school students who are considering attending Skyline College once they have received their high school diploma or equivalent. From the outreach page, students are able to view information on concurrent enrollment, college preparedness, transferring to a four-year university, starting careers, and current college courses ([SC-Website-Outreach-HighSchoolStudents-20181101](#)). The PSP provides incoming full-time students with comprehensive support that includes a full scholarship for one-year, academic support, and dedicated academic and career counseling. Recent high school graduates, or

students who have recently completed their GED or adult continuation program, are eligible for the PSP ([SC-Website-PSP-20181101](#)). Guided Pathways, Meta Majors, and the PSP are all discussed in the QFE.

Baccalaureate Degree in Respiratory Care

The Bachelor of Science in Respiratory Care program's admissions policies are clearly stated and are based on criteria approved by the Skyline College Administration, consistent with state regulations as specified on the application instructions. Qualifications of students for acceptance or those eligible to apply are:

1. Students currently enrolled in the Associate in Science in Respiratory Care program at Skyline College and intend to continue to Bachelor of Science in Respiratory Care program or
2. New graduates from other programs who have completed an accredited Respiratory Care program equivalent to an Associate in Science in Respiratory Care and are California licensure eligible or
3. Respiratory Care practitioners who have completed an accredited Respiratory Care program equivalent to an Associate in Science in Respiratory Care and are California licensure eligible and completed minimum 30 units of the CSU General Education pattern.

Once admitted to the program, students complete seven terms, which include 41.5 units of upper division coursework. Upon completion of the 41.5 upper division units, students are awarded the Bachelor of Science degree in Respiratory Care. Students have access to Respiratory Care dedicated counseling services to ensure students are clear regarding courses in their pathway and on track to completion ([SC-Website-RCBS-ApplicationProcess-20190314](#)).

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

by-term the required courses for the program and may also be submitted to access financial aid.

Evaluation

The College meets the standard. Policies for general admission as well as for specific programs that require a separate application are available both in print and online. In addition, Skyline College ensures that the baccalaureate program admission guidelines are clearly stated and the admission information is accessible. The pathway for completion for degrees, certificates, and for transfer goals are clearly stated in the College Catalog and available through the College's website, for example, the Transfer Center site. Lastly, students receive comprehensive support from the College's diverse student services and programs, particularly from counselors who support and help guide students through the pathways.

Improvement Plan

None

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II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. **(Evaluation of Admissions and Placement Instruments)**

Evidence of Meeting the Standard

In compliance with CCCCO, Skyline College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The effectiveness of admissions practices and tools are evaluated through the Admissions APP ([AR-APP-2017](#)). Skyline College utilizes the “CCCApply Admissions Application,” which is a statewide online application for the California Community Colleges. CCCApply is a secure system created by the CCCCO, which collects and provides data to satisfy regulations and compliance obligations to state and federal agencies. The Assessment Center is instrumental in the implementation of multiple measures placement in English and math to comply with the College’s MVV and state legislation. The Assessment Center also regularly evaluates its services through the APP ([Assessment-APP-2017](#)).

Skyline College Assessment Center provides current placement practices for English, math, and ESOL assessments for all new, non-exempt students as compliant with 3SP ([SMCCCD-AdministrativePolicy7.39.1-201312](#)) and AB 705 ([CCCCO-AB705-Summary](#)). Skyline College places students in English and math using the multiple measures, among them the following: high school data (GPA or grades for English and math classes); AP exam results; guided self-placement questions designed by English and math faculty; college data, such as coursework completion in English and math, and placement test reciprocity; counselor non-cognitive measure; and prerequisite challenges by the English and math departments.

To ensure the success of 3SP and AB 705 implementation, the Assessment Center staff collaborates with Skyline faculty and staff for planning, coordination, and execution of assessment efforts. The center collaborates with a Skyline College academic counselor who provides guidance to students as well as coordinates and leads counseling training in the use of multiple measures ([COUN-Minutes-MultipleMeasuresTraining-20180418](#)). In addition, the Assessment Center staff meet regularly with the 3SP workgroup to evaluate assessment practices and the implementation of multiple measures. The 3SP workgroup consists of counseling faculty, counseling staff, and the Dean of Counseling. Additionally, the Assessment Center staff meets with English and math faculty to discuss the implications and implementations of the most recent changes with AB 705 ([CCCCO-AB705-Implementation-20180711](#)).

The placement data trends correspond directly with the College’s 3SP and AB 705 efforts ([Assessment-PlacementData-2017-18](#)). During 2016-2017, placement testing decreased as compared to the previous year 2015-2016.

However, at the same time, multiple measures placement increased significantly by 30 percent due to implementation of alternative placements ([Assessment-PlacementData-2017-18](#)).

Although administering placement tests for the Assessment Center has decreased and multiple measure placement in English and math has increased, overall comprehensive assessment services has increased approximately 25 percent.

For student populations for whom use of multiple measures placement does not apply, the College offers placement testing for guidance into English, math, and ESOL courses. These student populations include non-native English speakers, international students, high school students who have completed EL/ELD/ESL classes, Middle College students, concurrent enrollment students, working adults looking to improve English and math skills, and non-degree seeking students who wish to determine their current level of English and math competency.

The Assessment Center offers placement testing in English, math, and ESOL. The Math assessment instrument is ALEKS. The English and ESOL assessment instrument each use Accuplacer by College Board. The cutting scores and correlating placements are determined by the English faculty who serve as discipline experts in various English course levels.

The Assessment Center operates a computerized testing lab that consists of 24 computer monitors and a full-time test administrator. Testing hours are from 9 a.m. to 6 p.m., Mondays-Thursdays. Saturday hours are arranged by request when campus recruitment events are held. Saturday testing events are provided to various programs such as ESOL Registration Day, Meta Major Day, New Student Welcome Day, International Student Program Placement Day, Middle College Group Testing, Math Jams, and Priority Enrollment Program. Computerized placement tests appointments are scheduled online via WebSMART or offered on a drop-in basis depending on the vacancy of computer stations in the testing lab. The complete information regarding hours of operation, making appointments, description of assessment methods, and location of the Assessment Center is found on the website ([SC-Website-Assessment-20190329](#)).

The Assessment Center also supports the data collection required by the Office of Planning, Research and Institutional Effectiveness (PRIE) to conduct validation studies on a six-year cycle in compliance with the standards set by the CCCO. For each instrument, the coordinator maintains a placement test validation timeline that maps out an assessment cycle plan. The research study includes content validity, consequential validity, criterion validity, cut scores, bias, and disproportionate impact. The change in assessment instruments (from Compass by ACT to ALEKS and Accuplacer by College

Board) took place in 2017. Therefore, the next validation review will likely take place in 2023. To check for bias, PRIE evaluates each test item for potential cultural misunderstandings. For disproportionate impact, placement results are statistically analyzed by gender, ethnicity, age, learning disability and the categories of native/non-native speaker. Test scores are adjusted with faculty-identified multiple measures criteria based on levels of education and high school grades.

In addition to English and math placement testing, the center provides proctoring for the make-up instructional exams for Skyline College courses (from August 2010 to September 2018), diagnostic and competency tests for prerequisite challenges, and national certification for faculty, staff, and students.

The Assessment Center's placement practices and tools are evaluated and reported through the APP. The Assessment Center assesses its SLOs to ensure the effectiveness of its service to students. For example, during the 2016-2017 review cycle, students were assessed if they understood their placement test results after taking the exam in English, ESOL, and math. The criteria were set for 75 percent of students surveyed would have a clear understanding of their test results. The survey was conducted as a paper survey with 1,000 students surveyed. The results were that 100 percent that students understood their English placement, 100 percent of the students understood their ESOL placement, and 99 percent of the students understood their math placement ([Assessment-APP-2017](#)). The Assessment Center staff determined their approach for how students receive placement test result information is effective and relevant. For the new three-year review cycle (2017-2020), the Assessment Center is currently measuring a new SLO in which data collection is ongoing.

Evaluation

The College meets the standard. The efficiency in English, ESOL, and math placement has been enhanced with the implementation of multiple measures, offsite placement testing. The Assessment Center will be moving towards increasing the number of pre-assessments of math and English placement for incoming new, non-exempt students through these collaborations and communication channels. Enhanced and ongoing training for counseling faculty and staff will ensure a smooth completion of the 3SP process for incoming students.

Improvement Plan

None

- II.C.8.** The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. **(Student Records Maintenance)**

Evidence of Meeting the Standard

Skyline College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. Students who are currently enrolled or are former students of the District have rights of access to their own student records maintained by the District. No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in Board Policy 7.28.1 ([SMCCCD-AdministrativePolicy7.28.1-201408](#)). Lastly, abiding by the District Employee Handbook, citing Board Policy 2.21 standard for Professional Ethics, all District employees shall adhere to the highest ethical standards in pursuing the College District's mission of providing quality educational programs and in managing resources efficiently and effectively ([SMCCCD-EmployeeHandbook-ProfessionalEthics-201410](#)).

The District's Information Technology Services (ITS) department coordinates and manages all electronic platforms relating to student records—Banner, WebXtnr, WebSMART, and CCCApply, etc.—as well as providing a secure backup of these electronic student records and files. The District has a comprehensive backup strategy to ensure that all server-based data is recoverable. ITS conducts backups of all administrative data on the servers daily, and data is written weekly into high-density tapes, which are stored in an off-site location hosted by Iron Mountain ([SMCCCD-IronMountainAgreement-2017](#)). ITS has also built a disaster recovery computer center located at Skyline College ([SMCCCD-ITS-StrategicPlan-Draft-2019-24](#)).

Skyline College also publishes and follows established policies for release of student records. Skyline College publishes the Student's Right to Privacy, which includes The Family Educational Rights and Privacy Act (FERPA) and can be found in the online Skyline College Student Handbook ([SC-Website-StudentHandbook-20180914](#)) as well as the College Catalog ([SC-Catalog-FERPA-2018-19](#)). The Release of Information form is available to all students from Skyline College's Admission and Records forms ([SMCCCD-StudentReleaseofInformationForm-201902](#)). Employees that handle sensitive student information must also sign a loyalty oath with SMCCCD ([SMCCCD-BoardPolicy4.15-201902](#)).

Evaluation

The College meets the standard. The College maintains student records permanently, securely, and confidentially. The College follows state and District regulations and policies. Student records have secure backup. The College posts guidelines and has processes in place to maintain security and confidentiality of student records.

Improvement Plan

None

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II.C. Conclusion

Skyline College provides comprehensive student support services that fulfill the College's MVV and effectively supports students throughout their educational pathway. Skyline College's student service areas collaborate and integrate services with internal and external constituencies in order to ensure access, progress, learning, and success. Skyline College engages in comprehensive, thorough, and ongoing evaluation processes that ensure programs and services support student learning for the College's diverse student population. Lastly, Skyline College's student service areas ensure that policies, student services information, and student guidelines are accessible regardless of mode of delivery.

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