Accreditation Update & Quick Guide to Essential Resources

August 2013
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As we enter the Fall 2013 semester, Skyline College is preparing for the external evaluation component of our accreditation process, described in greater detail below. If you are new to the campus community, or have remaining questions about accreditation, we hope that you find this Quick Guide to be a useful resource. We also encourage you to peruse more detailed information at the links below:

http://skylinecollege.edu/accreditation/index.php


The accreditation process has also afforded opportunities for increased reflection and dialogue, and for improving how we document and communicate the stellar work of the College—enriching our already strong participatory processes and assessment mechanisms, and capturing decades of valuable institutional memory through a comprehensive documentation effort that preserves both historic and emergent best thinking. This Quick Guide provides a centralized hub for accessing the most current information through key College and District documents and web resources.

The accreditation external evaluation team will be asking questions of us as they walk around campus. Here are some...

Questions You are Likely to be Asked

1. What is the college Mission-Vision-Values? And how do they affect what you do?
2. What is the student learning experience at Skyline College?
3. What goals do you have for your students and how do you know they are achieving them?
4. What part have you played in assessment?
5. How does Skyline College prepare its students for successful careers, meaningful lives, and, where appropriate, further education?
6. How do decisions get made at Skyline College? What avenues do you have to participate in decision-making?
7. Where do you find information about college plans and achievements?
8. What does the District do for the college? Is that working well?
9. Do you have the resources and support you need to do your job?
10. Is Skyline College a place where all students and employees are treated equitably and with respect?

Note:

Answers to these questions are indicated throughout this guide by this icon:

Q#

The number in each icon corresponds to its question.

Also, a glossary of acronyms is available on page 34
Accreditation Refresher:

“Accreditation is a system of self regulation developed by higher education institutions to evaluate overall institutional quality and encourage continual improvement. Colleges and universities form membership associations to set up an accrediting agency and work with that agency to establish the quality standards used to rigorously evaluate the institutions. Accreditation Standards represent the best practices in higher education and set a high expectation for quality.”


Students earning degrees at accredited institutions know that both the instructional and support components of their education meet high quality standards, and that their credentials will be accepted as legitimate by both employers and other institutions of higher education. Skyline College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), http://www.accjc.org/ which is part of the Western Association of Schools and Colleges (WASC) region. http://www.acswasc.org/

Accreditation for Career and Technical Education (CTE) programs is governed through discipline-specific professional organizations. Every CTE program at Skyline College that can earn discipline-specific accreditation has successfully done so. These programs include Automotive Technology, Business, Central Service Technology, Cosmetology, Emergency Medical Technician, Massage Therapy, Respiratory Therapy and Surgical Technology. Information about each of the accrediting agencies is available at http://skylinecollege.edu/accreditation/index.php

The Accreditation Process

“There are four phases to the accreditation process involving internal evaluation, external evaluation by professional peers, Commission evaluation, and institutional self-improvement to meet evolving regional and federal standards. Every six years ACCJC members have agreed to undergo the comprehensive process to determine whether they are meeting their established Accreditation Standards and to develop ways to improve their future ability to serve students.”


The Upcoming Site Visit

One important component of the accreditation process is the external evaluation. On October 21-24, 2013, Skyline College will host an External Evaluation Team comprised of professional peers from a cross-section of community college constituencies, who volunteer their time and provide independent insights based on both the written Institutional Self Evaluation Report and their interactions and observations during the campus visit. The Team Chair is selected based on expertise and accreditation experience. Additional team members are drawn from a roster of experienced educators who have exhibited leadership and balanced judgment; and typically includes several faculty members, academic and student services administrators, a chief executive officer, a trustee, a business officer, and individuals with expertise/ experience in learning resources, distance education, and/or planning, research and evaluation. A roster of team members visiting Skyline College is included later in this section. Once the schedule for the external evaluation team’s site visit has been established, it will be disseminated to the campus community. It will also be available on the Accreditation 2013 website (described below).

During their time on campus, members of the External Evaluation Team “...will typically expect to meet with the college/district CEO, administrators, department heads/program coordinators, members of the Governing Board, students and persons with substantial responsibility for producing the Institutional Self Evaluation Report. External evaluation team members might also decide to attend meetings of the Board should one be scheduled during the time of the site visit. In addition, the External Evaluation Team will also conduct open meetings for members of the college community in order to provide broad access to the teams during the site visit.”


Dialogue with External Evaluation Team members will include both structured conversations—such as an Open Forum, classroom visits, individual interviews, or meetings—and informal conversations with members of the campus community. Among the primary responsibilities of the External Evaluation Team are:

• Assess the Institutional Self Evaluation Report, and clarify any questions
• Confirm that institutional practices are aligned with the Accreditation Standards
• Identify potential areas for improved compliance

• Assure the Commission that the institution continues to meet eligibility requirements; that the institution has been responsive to the recommendations of previous visiting teams; and that the institution has developed sound evaluation and planning procedures to foster improvement of student achievement and student learning outcomes

• Reinforce and extend the College’s commitment to its continuing pursuit of excellence

• Write an evaluative report with recommendations for improvement. Even when institutions meet all Accreditation Standards, continuous improvement remains a key goal of the accreditation process

External Evaluation Team for Skyline College: Chair & Members

Dr. Melinda Nish
Superintendent/President
Southwestern Community College District
Visiting Team Chair

Ms. Michele Fenlon
Administrative Secretary II
Southwestern Community College District
Visiting Team Assistant

Dr. Guillermo Castilla
Mathematics/Physics Instructor
Evergreen Valley College
Standard III

Mr. Dennis Gordon
Senior Accounting Specialist
Irvine Valley College
Standard III Team Lead

Ms. Roberta Eisel
Professor of English
Accreditation Co-Chair
Citrus College
Standard IV Team Lead

Ms. Catherine Chenu-Campbell
Librarian
Sacramento City College
Standard II

Ms. Alma Johnson-Hawkins
Interim President
Los Angeles Valley College
Standard II Team Lead

Dr. Yasmin Delahoussaye
Interim President
Los Angeles Southwest College
Standard IV and District Team Representative

Mr. Luis Sanchez
Vice President for Academic Affairs
Allan Hancock College
Standard III

Ms. Eeva Deshon
President
Heald College
Standard I

Mr. Omar Torres
Dean of Mathematics, Sciences, and Engineering
College of the Canyons
Standard II

Ms. Crystal Kollross
Interim Dean, Planning and Research
Pasadena College
Standard I Team Lead and District Team Representative
Accreditation Website

The Skyline College Accreditation website provides an overview of the accreditation process and the Accreditation Oversight Committee, the current Institutional Self Evaluation Report, archival accreditation materials, and information for the campus community about Open Forums and other opportunities for input. The website also provides contact information for the members of the Accreditation Oversight Committee, as well as for the ACCJC and each of the discipline-specific professional organizations that provide accreditation for our Career Technical Education (CTE) programs.

Skyline College remains engaged in a continuous and systematic cycle of planning, implementation, and evaluation, in order to maintain effectiveness in promoting academic excellence and student success, and to ensure ongoing compliance with accreditation standards. Throughout its continuous six-year review cycle, Skyline College conducts and publishes several review instruments, including an annual report, annual fiscal report, midterm report, comprehensive institutional self evaluation, and an evaluation review by a team of peers.

http://skylinecollege.edu/accreditation/index.php

Accreditation Across the Nation

In its summer 2013 newsletter, ACCJC reported on Principles for Effective Assessment of Student Achievement that were endorsed by the national higher education associations and the regional accrediting commissions. The statement issued “is intended to emphasize the need to effectively assess student achievement, and the importance of conducting such assessments in ways that are congruent with the institution’s mission.” The statement begins by saying “Federal law requires that a higher education institution undergoing accreditation provide evidence of ‘success with respect to student achievement in relation to the institutions mission.’ Both aspects of this requirement—the insistence upon achievement, and the tailoring to institutional mission—are critically important.” “All institutions should be expected to provide evidence of success in three domains.”

The three domains are put in the questions below, along with the Skyline College answers.

1. Evidence of the student learning experience.
   Institutions should be able to define and evaluate how their students are learning; more specifically, institutions should be able to describe the kinds of experiences that they expect students to have inside and outside the classroom. Relevant evidence may pertain to targets for the kinds of reading and writing assignments that students should complete; levels of personal interaction with faculty members; residential and/or co-curricular components of the learning experience, and other learning experiences that the institution deems relevant to its mission.

Institutional Student Learning Outcomes (ISLOs)

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

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

**Effective Communication**
Students will be able to communicate and comprehend effectively.

**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.

**Information Literacy**
Students will be able to demonstrate skills central to information literacy.

**Lifelong Wellness**
Students will be able to demonstrate an understanding of lifelong wellness through physical fitness and personal development.
Learning experiences in the classroom are given in the course outline of record (COR) for each course, where amounts of reading and writing, critical thinking components, typical assignments, and methods of instruction are addressed. Methods of instruction often go well beyond lecture, demonstration and discussion to include a variety of other activities such as field trips, attendance at lectures or performances or service learning experiences. Online courses also specify how regular effective contact will be maintained between students and the instructor. These learning experiences are directly related to the student learning outcomes for the course.

Learning experiences outside of the classroom include every student support area such as the library, The Learning Center, counseling and Admissions & Records. Each has defined SLOs posted on its website. Abundant other outside-the-classroom experiences are also provided, including club activities, lectures, performances and exhibits.

Skyline College students are actively engaged with their learning experiences. Evidence for this is provided by using nationally recognized survey instruments—the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Campus Climate Survey—in addition to departments within the institution conducting evaluations (e.g. The Learning Center student evaluation). Assessments measure experiences related to the amount of and quality of interaction with faculty/staff, the types of assignments students complete, and the degree to which the experience helped the student.

Evidence related to student learning experiences is included in the Balanced Scorecard (BSC), that Skyline College uses to assess how effectively it meets the goals of the Mission-Vision-Values. See pages 11 and 12 for more about the BSC.

2. **Evaluation of student academic performance.** Institutions should be able to define meaningful curricular goals, and they must have defensible standards for evaluating whether students are achieving those goals. Appropriate methods for the assessment of student work may include, among other approaches, meaningful and rigorous faculty evaluation and grading or external benchmarking.

Examples of how Skyline College evaluates student academic performance through the establishing of and assessment of curricular goals include: course and program SLOs, Annual Program Planning and Comprehensive Program Review, specific program accreditations, and the Balanced Scorecard.

The Student Learning Outcomes Assessment Cycle is a continuous process in which area experts create SLOs for courses and programs that define goals and benchmarks, measure how students in the course and/or program are meeting the knowledge, skills, and abilities defined, evaluate pedagogy and materials based on the data collected, and then revise both the course and its assessment tools as indicated. Assessment may take several forms, including pre- and post-tests, critiques of works produced, performances, or research projects. Assessment techniques are determined by faculty in the discipline.

The Annual Program Planning and Comprehensive Program Review processes are examples of programs using specific academic performance data to help assess programs and plan for the future. Data used includes retention rates, success rates, and grade distribution. These processes consider demographic information such as race/ethnicity, gender, day/evening status, age, and enrollment status (e.g. first-time student or returning student) in order to check for disproportionate impact. If disproportionate impact is found, plans include processes and resources to correct it. The plans developed in annual plans and program review are used by the Institutional Planning Committee and the College Budget Committee for setting priorities and allocating resources, including personnel, equipment, and facilities.

Standards in some programs are partially determined by external accrediting agencies or boards specific to the program. These programs, described on the accreditation website, are Emergency Medical Technician, Respiratory Therapy, Massage Therapy, Surgical Technology, Sterile Processing, Automotive Technology, and the Business programs. The Business program received accreditation from ACBSP last year, the first 2-year college in California to get this accreditation.

Evidence related to student academic performance is also included in the Balanced Scorecard (BSC). The academic performance measures in the BSC include retention rate, persistence rate, all course success rate, basic skills course success rate and measures of program completion.

3. **Post-graduation outcomes.** Institutions should be able to articulate how they prepare students consistently with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data about whether they are meeting these goals. Relevant kinds of data may include completion rates, job placement rates, levels of post-graduation civic participation, kinds of jobs and vocations chosen, survey pertaining to alumni satisfaction and success, and data on other post-graduation goals relevant to the institution’s mission.

To help assess how the College is achieving its Mission-Vision-Values and stated goals it collects and analyzes data on completion of degrees and certificates, transfer, licensure and job placement rates, and future employment.
The most recent transfer data is for 2011-2012 and shows 373 Skyline students transferred to CSU campuses, 64 transferred to UC campuses, 108 transferred to in state private colleges and universities and 45 transferred to out of state colleges and universities.

Licensure and job placement rates are reported where data are available and to supplement post-graduate employment data, a survey is sent to all graduates asking them specific questions related to employment upon graduation. For instance, data is collected and reviewed relative to future education plans, whether or not students are currently seeking employment, reasons why they may not be seeking employment at this time, and how relevant their academic experience was to their employment. Licensure pass rates are consistently high in those programs that require it: Automotive technology, Central Services, Cosmetology, Emergency Medical Technician, Massage Therapy, Respiratory Therapy, and Surgical Technology, with Auto and RT achieving 100%. Job placement rates in 2011-2012 for Respiratory Therapy were 100%; for Surgical Technology they were 90%. More information about these rates can be found at http://www.skylinecollege.edu/prie/index.php.
Quick Guide to Essential Resources

The San Mateo County Community College District (SMCCCD)

San Mateo Community College District Office

Board of Trustees

Ron Galatolo
Chancellor

Larry Buckley, President, Cañada College
Regina Stanback Stroud, President, Skyline College
Michael Claire, President, College of San Mateo
Kathy Blackwood, Executive Vice Chancellor
James Keller, Deputy Chancellor
Thomas Bauer, Vice Chancellor, Auxiliary & Enterprise Operations
Harry Joel, Vice Chancellor, Employee Relations & HR
Jing Luan, Vice Chancellor, Educational Services & Panning
Jose Nunez, Vice Chancellor, Facilities Planning & Operations
Barbara Christensen, Director of Community Government & Relations
Frank Vaskelis, Chief Technology Officer
Stephani Scott, Executive Director of Foundation
Raymond Chow, Interim Chief Financial Officer
Susan Harrison, Interim Director of General Services
Lily Lau, Director of Community Education
Michael Celeste, Director of Public Safety Districtwide
Karen Powell, Director of Maintenance & Operations
Carrie Ridge, Director of Employment

Board of Trustees

The SMCCCD, one of the largest community college districts in the state, is governed by a six-member Board of Trustees that operates independently from county government. Five members are elected at-large by county voters in staggered four-year terms, and a student member is elected annually by students for a one-year term. The student Trustee is a non-voting member. Board goals, policies, meeting agendas and minutes, and other resources may be accessed at http://www.smccd.edu/accounts/smccd/boardoftrustees/members.shtml

Current Board members include:
Richard Holober - rholober@yahoo.com
Dave Mandelkern - mandelkern@smccd.edu
Patricia Miljanich - miljanich@smccd.edu
Karen Schwarz - ukarem@smccd.edu
David Zay Latt, Student Trustee - lattd@smccd.edu
There is one vacancy.

Board Policies & Administrative Procedures

Policy is the voice of the Board of Trustees, and defines the general goals and acceptable practices for the operations of the college. It implements federal and state laws and regulations. The Board, through policy, delegates authority to and through the chief executive to administer the college.

Administrative Procedures implement board policy, laws, and regulations. They address how the general goals of the district are achieved and define the operations of the district. They include details of policy implementation, responsibility and accountability, and standards of practice.

SMCCCD Policies and Procedures can be accessed at https://sharepoint.smccd.edu/SiteDirectory/portal/RootFolder=%2fSiteDirectory%2fportal%2fRules%20and%20Regulations%2fBy%20Chapter%2fFolderC-TID=8&View=%7b871F76DE-018B-4DC7-BA93-80F473C09D68%7d

The Board’s Reaffirmation of Core Values and Principles can be viewed at http://www.smccd.edu/accounts/smccd/boardoftrustees/Reaffirmation.shtml
Organizational Information

Skyline College is one of three colleges that comprise the San Mateo County Community College District (SMCCCD). As a multi-college district, the staff from the three colleges and District work collaboratively to ensure student access and success with their educational goals. The District support includes administrative support, general support for facilities, information technologies, and District fiscal matters.

Skyline College, although part of the SMCCCD, operates under the authority of the College president. The college president oversees all areas of operation at the college. Effectiveness of the Functional Divisions Personnel from all three colleges and the District office have historically demonstrated a strong and collaborative relationship. The Colleges and the District office work together through District-wide committees and through work on a variety of projects. The specific functions of each are described in the SMCCCD Delineation of Function Map. This collaborative approach supports increased effectiveness of services to students, as well as strengthened support for faculty and curriculum development.

District-wide committees include:

- District Participatory Governance Committee
- District Curriculum Committee
- District Joint VP Council
- Enrollment Services Committee
- International Students Committee
- Distance Education Advisory Committee
- District Research Council
- District Strategic Planning Council

Examples of collaborative efforts, between the College and District office that improve service in support of student success include:

- Centralization of the Health Clinic Services
- Creation of Structured Training for Online Teaching (STOT), the district’s Distance Education Training Program for Faculty and Staff
- Business Process Analysis that resulted in alignment of processes in Admissions and Records and in Financial Aid office across the district
- Implementation of DegreeWorks, a web-based tool to help students and counselors monitor progress toward degree and certificate completion
- Development and implementation of the District-wide Transcript Evaluation Service (TES)

Major Developments in Board Policies and Procedures Since the Last Accreditation (2007)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Adopted Board Policy 2.08 outlining process and timeline for ongoing review of Board policies</td>
</tr>
<tr>
<td>2008 – present</td>
<td>Followed the policy of review</td>
</tr>
<tr>
<td>2010</td>
<td>Delineation of Functions Map revised</td>
</tr>
</tbody>
</table>

About Skyline College

Located on an 111-acre site overlooking the Pacific Ocean just south of San Francisco in San Bruno, Skyline College offers world-class educational opportunities to residents from North San Mateo County and beyond in a culturally rich and globally informed environment. Over 17,000 students annually enroll in a broad range of affordable day, evening, weekend and online courses. Students can complete lower division general education requirements to transfer to four-year colleges and universities to earn a bachelor’s degree or take advantage of the latest in our nationally acclaimed Career Technical Education (CTE) programs.

The Curriculum

- 43 Associate Degree programs
- 6 Associate Degrees for Transfer available, with an additional 12 pending approval by the state
- 52 Certificate programs
- Honors Transfer Program
- Interdisciplinary Studies major
- Learning Communities¹ (ASTEP, Career Advancement Academies, Kababayan, First Year Experience, MESA, Puente, Scholar Athlete, Women in Transition)

Transfer Degrees/Transfer Guarantee Programs

The new educational pathways allow Skyline College students to get guaranteed admission as a junior to a California State University (CSU) campus or one of seven University of California (UC) schools. Students save between $6,500 and $48,000 by attending Skyline College for their first 2 years

¹ Learning Communities provide a cohort model that blends academic support, cultural enrichment, service learning, community building, and personal development that builds upon the cultural strengths of each student, and values and engages the participation of their families and communities.
compared to CSU and UC schools. Associate Degrees for Transfer that are currently available include Business Administration, Early Childhood Education, Kinesiology, Mathematics, Physics, and Psychology. Associate Degrees for Transfer that are pending approval from the state include Administration of Justice, Anthropology, Art History, Studio Arts, Communication Studies, Elementary Teacher Education, English, Geology, History, Journalism, Music, and Spanish.

Degrees/Certificates Awarded
Degrees – 672
Certificates – 474

Ethnicity
African American – 4%
Asian/Pacific Islander – 21%
Filipino – 16%
Hispanic – 18%
White – 22%
Multi-Ethnic – 15%
Other/Unreported

Gender – Fall 2012
Female – 54%
Male – 44%

Age
Under 18 – 1%
18-22 – 46%
23-28 – 24%
29-39 – 15%
40-49 – 6%
50+ – 7%

Skyline College Mission-Vision-Values (MVV) Statement

The Skyline College Mission-Vision-Values (MVV) Statement clearly articulates the College’s educational purposes, the students it serves, and its commitment to student learning and student success. The review process of the MVV Statement involves extensive dialogue across the College and includes the participatory governance process, dialogue in departments and programs, focus groups, and College forums. Integrated with the mission statement are the College’s vision and values statements—all combine to create one comprehensive statement of purpose, vision and values that guides direction and decision making. The statement provides a representation of the College, shapes institutional planning and acting, and leads directly to the College goals. The College directly links the MVV with the data-informed Balanced Scorecard, the College goals and priorities, and planning. http://skylinecollege.edu/aboutskyline/mission.php

The College goals are part of the strategic framework for governance, decision making, and resource allocation. The Skyline College Education Master Plan 2013-2019, discussed in more detail shortly, clearly articulates the College’s goals and priorities and guides its participatory governance.

The Education Master Plan was developed through integrated planning processes and extensive dialogue in departments, committees, and forums; and it provides direction for both short and long-term planning.

The goals and strategies of Skyline College represent the central focus of the institution’s work and serve as the primary indicators of how the College is fulfilling its MVV. College goals are aligned with the institution’s strategic priorities (as outlined in the Skyline College Strategic Plan 2012-2017) in addition to the SEEED Committee’s vision statement.
Skyline College Mission-Vision-Values

Mission Statement:
To empower and transform a global community of learners.

Vision Statement:
Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Values Statement:
Education is the foundation of our civilized democratic society.

Thus:

Campus Climate: We value a campus-wide climate that reflects a ‘students first philosophy’ with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students’ success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Participatory Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability “To meet present needs without compromising the ability of future generations to meet their needs.”
Skyline College Goals

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.

2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication and participatory governance.

3. Fulfill the college’s role as a leading academic and cultural center for the community.

4. Provide human, physical, technological and financial resources to ensure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.

5. Recruit, retain and support a world-class faculty, staff and administration that is committed to ongoing improvement through access to opportunities for professional growth and advancement.

6. Play a central role in the preparation of the region’s workforce and expand networks and partnerships with businesses, the community and non-profit organizations.

7. Establish and maintain fiscal stability and alignment of programs and services to the core Mission-Vision-Values of the college.

8. Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.
Strategic Priorities

1. **Facilities & Technology:** Skyline College will identify and scale technology-enabled approaches and upgraded facilities to improve teaching and learning. This strategic priority will extend our reach and multiply the benefit of interactive digital research and learning support through expanding our technological capacity.

2. **Student Services:** Skyline College will expand and enhance Student Services programs through innovation and the seamless delivery of services. This strategic priority includes intentional and systematic approaches that build strong collaborations with K-12 and four-year partners using the cohort model, non-traditional strategies to support veterans, military personnel and their families, and seamless linkages between instructional programs, job placement services and, business and industry.

3. **Equity & Excellence:** Skyline College will develop and strengthen relationships both domestic and international to ensure excellence in practice for an increasingly diverse student population. This strategic priority will increase the number of international students through innovative outreach and increased capacity initiatives (e.g. residential agreements).

4. **Comprehensive Community Connection:** Skyline College will engage in a comprehensive initiative to strengthen the community connections. This initiative will include an overarching outreach strategy that includes the development of a middle college and expanding concurrent enrollment.

5. **Instruction:** Skyline College will build on the strong educational foundations and college goals by enhancing accessibility, leading in workforce programs supporting the region, and providing learning opportunities that prepare students for their future. Skyline College faculty and staff keep abreast of emerging fields of study and engage in connecting academic programming with the needs of our students and community.

6. **Fiscal Stability / Resource Development:** Skyline College will maintain fiscal stability through strategic integrated planning and resource allocation and development. This strategic priority strives to maintain the sound fiscal health of the institution through a balanced general fund budget with a built-in reserve, ongoing resource development and revenue generation.

Diversity is Valued at Skyline College

Skyline College through its ‘student-first philosophy’, values diversity as demonstrated through its institutional values and commitment to social justice and educational equity. The College is committed to mutual respect between all constituencies and availability of quality educational programs and services for every member of our community regardless of level of preparation, socioeconomic status, cultural, religious or ethnic background, or disability. The institutional culture creates opportunities to engage and strengthen their voices through fair, inclusive, and transparent processes based on an open and honest collegial environment. Hence, the foundation of our mission, vision and values statements, To empower and transform a global community of learners.
Regina Stanback Stroud *  
President

Sarah Perkins *  
Vice President,  
Instruction

Donna Bestock  
Dean  
Social Science/  
Creative Arts

Don Carlson  
Dean  
Business,  
Education and  
Professional Programs

Ray Hernandez  
Dean  
Science/Math/  
Technology

Mary Gutiérrez  
Dean  
Language Arts

Joe Morello  
Dean  
Kinesiology

John Mosby  
Dean  
Enrollment Services

Don Carlson  
Dean  
Business,  
Education and  
Professional Programs

Joi Blake *  
Vice President,  
Student Services

Ray Hernandez  
Dean  
Science/Math/  
Technology

Regina Morrison  
Director  
The Learning Center

Joe Morello  
Dean  
Kinesiology

John Mosby  
Dean  
Enrollment Services

Nohel Corral  
Interim  
Dean  
Counseling

David Reed  
Project Director  
The Learning Center

Raymond Jones  
Director  
TRIO

Nohel Corral  
Interim  
Dean  
Counseling

Regina Morrison  
Director  
The Learning Center

Raymond Jones  
Director  
TRIO

William Watson  
Director  
SparkPoint

Richard Soyombo  
Executive Director  
Bay Area Center for  
International Trade  
Development

John Mosby  
Dean  
Enrollment Services

Nohel Corral  
Interim  
Dean  
Counseling

Amory Cariadus  
Student Life and  
Leadership Manager

Robert Dean  
Chief of Public Safety  
(District)

Sue Lorenzo  
Registrar

Robert Dean  
Chief of Public Safety  
(District)

* denotes members of President’s Cabinet
Participatory Governance and Integrated Planning

Skyline College holds a strong philosophy of participatory governance, consistently evidenced in both practice and outcomes, and characterized by processes that are fair, inclusive, well understood, socially just, and transparent. Coupled with the College’s culture of innovation and inquiry, and our commitment to a “students first” philosophy, the campus community is continuously invited and encouraged to be fully engaged in co-creating an optimal educational experience.

As noted in Skyline College’s Philosophy of Participatory Governance statement (http://www.skylinecollege.edu/participatorygovernance/index.php):

Participatory governance is a method of college management in which decision makers, whether with primary or delegated authority, are committed to involving affected constituencies in decisions as much as possible. Participatory governance is based upon individuals having a voice in decisions that affect them. Participatory governance is carefully planned, instituted and evaluated. It is designed to lead to effective participation in decision making that unites constituencies, produces an improved college environment, and draws upon the strength of diversity.

Skyline College provides numerous formal and informal venues for participating in the governance of the College, designed to maximize engagement across the campus community. The Board of Trustees of the San Mateo County Community College District holds participatory governance as one of its core values, and has established the District Participatory Governance Council (DSGC) to ensure direct avenues for participation by all constituencies for influencing policy at the district level (www.smccd.edu/edservplan/dsgc/default.shtml). For participation at the college level, Skyline College provides an extensive network of councils, committees, and task forces; and publishes an online Compendium of Committees each year with information about each group’s charge, composition, meeting times and locations, and contact information. (http://www.skylinecollege.edu/collegecouncil/compendiumofcommittees.php)

A council is an elected or appointed advisory group. A committee is a body of persons delegated to consider, investigate, take action on, or report on some matter. A task force is a short-term non-governance group. The main representative bodies of each constituent group—the Academic Senate, Classified Senate, the Associated Students of Skyline College (ASSC) Governing Council, and Management Council—report to and back from the more central planning bodies. These include the College Governance Council (CGC), Institutional Planning Committee (IPC), and College Budget Committee (CBC), which have representation from all constituency groups. The communication and transparency among all of the groups is also fostered through the posted minutes and agendas on the various committee websites.

The relationships between the different councils, committees, and task forces are illustrated in the Skyline College Integrated Planning and Participatory Governance for Student Success handbook.


Skyline College utilizes an integrated planning, evaluation, and resource allocation process that is both operational and strategic. Informed by the MVV Statement, planning is systematic, ongoing, and inclusive. The intersections between the participatory governance structure and the integrated planning process allow for needs/opportunities identified at the programmatic level to integrate seamlessly into overall institutional planning. Because annual planning is ongoing, the College remains nimble in its ability to allocate resources and to respond to program needs.

The Integrated Planning process is described at length in both the Institutional Self Evaluation Report and in the Integrated Planning and Participatory Governance for Student Success handbook. The graphic overview that follows provides a more general understanding:
Skyline College Integrated Planning Cycle

Mission-Vision-Values Guide the Planning Cycle

Institutional Improvement

Institutional Budgeting — Resource Allocation

Institutional Plans & Initiatives

Strategic Planning

Student Success

Balanced Scorecard — Institutional Assessment

SLO Assessment — Program Review — Annual Planning

College Budget Committee

Stewardship for Equity, Equal Employment & Diversity (SEEED) — College Success Initiative (CSI)

Technology Advisory Committee

Distance Education Advisory Committee

Institutional Planning Committee (IPC)

Institutional Plans & Initiatives

College Governance Council

Institutional Budgeting — Resource Allocation

Skyline College Institutional Planning Committees in Relation to the Institutional Planning Process
Major Developments in Participatory Governance & Planning Since the Last Accreditation

### Participatory Governance

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>College develops process and reviews its shared governance processes. College Compendium of Committees revised</td>
</tr>
<tr>
<td>2010–2011</td>
<td>Shared Governance structure evaluated</td>
</tr>
<tr>
<td>2012</td>
<td>Name change from “shared governance” to “participatory governance;” Comprehensive evaluation of the participatory governance structure; Development of the Integrated Planning and Participatory Governance for Student Success handbook.</td>
</tr>
<tr>
<td>2012–2013</td>
<td>Accreditation Oversight Committee approved and added to Compendium of Committees</td>
</tr>
</tbody>
</table>

### Long-range Planning

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Education Master Plan 2006–2012 continues to guide planning</td>
</tr>
<tr>
<td>2010</td>
<td>District Facilities Planning and Capital Improvement Program Update</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Review and revision of the Facilities Master Plan</td>
</tr>
<tr>
<td>2012–2013</td>
<td>Revision of Technology Plan; Development of the Integrated Planning and Participatory Governance for Student Success Handbook; Development of the Skyline College Sustainability Plan</td>
</tr>
</tbody>
</table>

#### Student Learning Outcomes and Assessment Cycle at Skyline College (SLOAC)

In order to best serve its students, Skyline College has continued to evolve its historically strong process for student learning outcomes and assessment for all programs and services in the college, instructional, student services and operational. In accordance with the Mission-Vision-Values, we have designed and implemented an assessment process whose primary purpose is to improve student learning and achievement, and institutionalized the Student Learning Outcomes Assessment Cycle (SLOAC) into existing planning and resource allocation processes through robust annual program planning, comprehensive program review, and administrative leadership and unit review (ALUR). We will continue our work toward fulfilling the ACCJC’s “Sustainable Continuous Quality Improvement” accreditation standards expected of all colleges, and continue to identify assessment needs. To that end, the College has accomplished the following:

- Revised its SLOAC Framework, v.3, which is a 90-page “nuts-and-bolts” implementation guide for campus practitioners that can be viewed at [http://skyline-college.edu/sloac/framework.php](http://skyline-college.edu/sloac/framework.php). The updated framework is more user-friendly, and includes as appendices worksheets that are also downloadable from the SLOAC website. Part One provides information about Skyline College’s approach to student learning outcomes (SLOs) and assessment; and also references the Academic Senate’s unanimously adopted 2012 SLOAC Resolutions, reiterating the conditions under which faculty and staff will engage in assessment. Part Two provides guidance in writing SLOs. Part Three provides guidance on creating assessment plans, analyzing results, and generating reports. Printed copies will be available Fall 2013.

- Established the full-time faculty position of Coordinator of Institutional Effectiveness in the office of Planning, Research and Institutional Effectiveness to provide permanent integration of assessment with all planning processes.
• Updated the SLOAC website (http://skylinecollege.edu/sloac/index.php). The “Steps/Tips/Worksheets” section includes the relevant worksheets for both instruction and student services. “Examples” from instruction and student services model how to assess and how to extract meaning and action plans (when needed) from the results. “Three-Year Assessment Plans” enable faculty and staff to know what will be assessed each semester. These three-year assessment calendars ensure that SLOs for all courses are assessed at minimum once every three years. All student services PSLOs are assessed every year.

• Designated department and division meetings and flex days for discussion of SLOs, assessment, and student learning, among other options.

• Secured funding to support adjunct faculty who take a lead in assessment initiatives.

• Provided training and support for faculty and staff to document their assessment efforts in a user-friendly database, TracDat. The vast majority of departments have at least one individual trained in using TracDat.

• Published ISLOs and PSLOs in the College Catalog and College website in order to increase awareness. A campaign to further raise awareness will be initiated this year; to that end, a Skyline student, Livius Darmawan, designed the ISLO graphic.

• Assessed all of the ISLOs indirectly through the Community College Survey of Student Engagement, and assessed Effective Communication and Critical Thinking directly through a course embedded assessment in which a common rubric was employed. This year both Information Literacy and Citizenship will be assessed.

Skyline’s Student Learning Outcomes Assessment Cycle
## Major Developments in Student Learning Outcomes Since the Last Accreditation (2007)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>SLOAC development of Framework for assessment; Student learning outcomes part of Course Outline of Record</td>
</tr>
<tr>
<td>2009</td>
<td>SLOAC Committee begins development of ILO rubrics for assessment</td>
</tr>
<tr>
<td>2010</td>
<td>TracDat management system adopted for use in recording, tracking and producing assessment results; Incorporated the assessment of student learning outcomes into the faculty of evaluation process; ILO rubrics developed</td>
</tr>
<tr>
<td>2011</td>
<td>ILO assessment process begins</td>
</tr>
<tr>
<td></td>
<td>Information Literacy established as a graduation requirement for all students seeking an Associate Degree</td>
</tr>
<tr>
<td>2012</td>
<td>Program Learning Outcomes first published in College catalog; ILO assessment; Academic Senate passes resolution to put SLOs on syllabi; ILSO assessment</td>
</tr>
<tr>
<td>2013</td>
<td>SLOAC Framework revised and published; General Education Annual Program Plan completed; College reaches sustainable continuous quality; Establish full-time Coordinator for Institutional Effectiveness</td>
</tr>
</tbody>
</table>
1. College Plans & Handbooks

Skyline College meets the accreditation standards and thus there are very few Actionable Improvement Plans in the accreditation self evaluation submitted to the Commission. Actionable Improvement Plans are specifically written to address the standards.

Skyline College does, however, do extensive integrated institutional planning, with all elements driven by the Skyline College Mission-Vision-Values and Goals statement, informed by institutional research, and guided by the Education Master Plan (see below.) In this part of the Quick Guide you will find the essentials of the Educational Master Plan, other plans based on the Educational Master Plan, planning tools, and handbooks. They are for continuous use as we strive to better serve our students.

Education Master Plan 2013–2019

The Skyline College Education Master Plan 2013–2019 serves as the academic blueprint for the College, providing the overarching framework that guides short and long-term planning and priorities. It is grounded in the College’s Mission-Vision-Values, Goals, and Strategic Priorities; and both represents the culmination of extensive integrated planning processes and serves as the catalyst for the next five-year cycle of innovation and excellence for student success.

Data and information for the Education Master Plan were compiled through extensive research by the Office of Planning, Research, and Institutional Effectiveness, analyzing Skyline College internal sources, community needs assessment research, President’s Council meetings, and Success Summit meetings, among others. The Education Master Plan reflects the College’s consistent practice of engaging in planning that analyzes the characteristics of the surrounding communities of northern San Mateo County to not only understand the communities it serves, but also develop programs and practices to address their needs. It prioritizes our commitment to student learning through both instruction and student services, and centralizes the high value the College places on student success and institutional excellence; thus affirming the College’s commitment to providing academic rigor, excellent facilities and a climate of creativity, innovation and intellectual exploration.

http://www.skylinecollege.edu/prie/assets/june2013documents/EMP%20draft%20with%20graphics.pdf

Strategic Plan 2013–2017

The Strategic Plan identifies a series of Strategic Priorities, in five-year cycles, that represent key initiatives of the College that are central to supporting our Mission-Vision-Values and the Goals and Strategies outlined in the Balanced Scorecard. They outline specific programs, resources, infra-
structure improvements, and additional factors that will help support the College in meeting its goals.


Strategic Plan 2013-2017 (Print Version): http://www.skylinecollege.edu/prie/assets/Strategic_Plan_Brochure_o2o813_DESKTOP_PRINT.pdf

Human Resources Plan: Staffing for Student Success

Key to inspiring a global and diverse community of learners to achieve intellectual, cultural, social, and economic fulfillment is the recruitment, hiring, retention, and ongoing development of exceptional talent. Skyline College’s recruitment processes are designed to attract a diverse, talented, engaged faculty and staff who are committed to student success. Once hired, Skyline College strives to provide these faculty and staff with an optimal environment for fostering retention, continuity, innovation, and professional development. The Human Resources Plan: Staffing for Student Success describes the planning processes enacted to ensure that the College meets these goals at each of these stages. http://www.skylinecollege.edu/prie/assets/june2013documents/Human%20Resources%20Plan%20T3S%20Draft%205%2013%20IPC_revised.pdf

Comprehensive Diversity Framework for Realizing Equity and Excellence

Following a campus-wide equity audit and extensive research through the Office of Planning, Research, and Institutional Effectiveness (PRIE) and the SEEED (Stewardship for Equity, Equal Employment, and Diversity) Committee, an expanded and updated draft of the Comprehensive Diversity Framework for Realizing Equity and Excellence is currently being finalized and will be presented through the participatory governance process in Fall 2013 for final approval.

The Framework weaves together campus-wide efforts into a unified blueprint that centralizes the College’s equity, justice, excellence, and diversity goals while ensuring shared responsibility for implementation. It is an action-focused document, grounded in two central models: Completion by Design and Equity-Driven Systems Change.

The Completion by Design framework was created by the Bill & Melinda Gates Foundation to increase community college completion rates; and it guides colleges through an analysis of the full continuum of the student experience in order to pinpoint specific places where the college is losing its transfer students (loss points) and identify which of the activities/strategies the college is currently engaged in (momentum strategies) that are more effectively supporting transfer, with the goal of designing a Model Pathway to Completion. The loss and momentum point framework focuses on 4 key moments in students’ educational journeys: connection, entry, progress, and completion.
The Equity-Driven Systems Change framework was developed by California Tomorrow, and is designed to shift the equity paradigm from an “awareness” focus to an “institutional change” one, with the goal of embedding equity practices throughout the infrastructure, policies, and practices of the institution for long-term transformation.

http://www.skylinecollege.edu/seed/assets/diversity_framework/Skyline%20Diversity%20Framework%20Draft-1.pdf

Technology Plan 2012–2015

Technology planning is fully integrated into the College planning process and is collaboratively supported by the District Instructional Technology Services, ITS, and Educational Services and Planning Office. Skyline College has a Technology Advisory Committee (TAC) made up of college faculty, staff, administrators and District ITS staff. The TAC continually assesses the effectiveness of the College’s technology programming and planning. Drawing on technology needs identified through the College’s institutional planning processes including Annual Program Plans, Comprehensive Program Review, Administrative Leadership and Unit Reviews and District technology planning, the TAC committee develops the College technology planning document.

Planning is used not only to determine needs but also to ensure ongoing support for technology use at the College. The College is connected to District planning through the District Distance Education Advisory Committee and through ITS planning. The Skyline College Technology Plan 2012-2015 includes detailed planning and budgeting for computer replacement and maintenance, and describes the collaborative support and work with District ITS. The Skyline College Technology Plan 2012-2015 was used as a model for the development of planning tools at the other two colleges in the District.

http://www.skylinecollege.edu/prie/assets/distanceeducation/Appendix_P-Skyline Technology Plan 2012-2016V18_5-4-2-13.pdf

Sustainability Plan

The Skyline College Sustainability Plan is a logical extension of our deep commitment to social and environmental justice, global education, and innovation, and provides specific strategies and action steps to institutionalize and continuously develop the College’s strong culture of sustainability. The Plan is grounded in research and inquiry, and offers a comprehensive and integrated sustainability strategy that encompasses goals in nine areas of sustainability: student engagement; campus and community education and awareness; curriculum development; the built environment; energy efficiency; water conservation; solid waste management; transportation; and sustainable procurement.

http://www.skylinecollege.edu/sustainability/assets/sustainability-plan-draft/3.1%20DRAFT-SkylineCommunityCollegeSustainabilityPlan.pdf
Skyline College Events & Conferences Initiative: Business and Marketing Plan

As the academic and cultural center of the community, Skyline College is ideally situated for serving the local area’s event and conference needs. The Skyline College Events & Conferences Initiative: Business and Marketing Plan provides centralized and detailed information about the College’s available facilities and amenities, and invites increased outreach to community organizations.


Handbooks
Student Handbook

The Skyline College Student Handbook contains information for students about college programs and services, student life, operational structure, and college policies or procedures. The academic calendar, forms, and “terms to know” are also included in this handbook.

http://www.skylinecollege.edu/centerforstudentlife/studenthandbook.php
General Education Handbook

General Education at Skyline College provides students with a foundation of knowledge and abilities useful to all programs of study. General Education gives students the opportunity to explore and master a varied set of skills, perspectives and disciplinary experiences. Our General Education program is guided by a set of student learning outcomes that compliments work a student does in their discipline majors or career and technical areas.

http://www.skylinecollege.edu/curriculumcommittee/assets/General%20Education%20Fall%202013%207.9.2013.pdf
Professional Development Resources Handbook

Professional development efforts support the strategic planning directions of Skyline College and promote our institutional student learning outcomes. These efforts are integrated throughout the fiber of the College, contributing to our strong reputation for widespread innovation and commitment to student learning. The Professional Development Resources handbook provides a brief overview of the central opportunities and resources available to faculty, classified staff, and administrators in order to continually enhance excellence in all aspects of teaching, learning, and student support.


Major Developments in Professional Development Since the Last Accreditation (2007)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Skyline College continues to fund innovation through the President’s Innovation Fund; College holds professional development workshops throughout the year even with funding to Center for Teaching and Learning reduced</td>
</tr>
<tr>
<td>2011</td>
<td>Planning and construction of space to support faculty with online teaching and learning</td>
</tr>
<tr>
<td>2012</td>
<td>Establishment of the Center for Transformative Teaching and Learning (CTTL); Appointment of two faculty co-coordinators; development of CCL.org web page to enhance delivery of services</td>
</tr>
<tr>
<td>2013</td>
<td>Full-time Instructional Technologist hired; Development and implementation of semester-long new faculty orientation program through CTTL.</td>
</tr>
</tbody>
</table>
2. District Plans

Strategic Plan 2008-2013

The San Mateo County Community College District (SMC-CCD) Strategic Plan 2008-2013 provides a District-wide integrated planning system characterized by a culture of inquiry, participatory governance, and a commitment to the highest standards of academic excellence. It reflects and responds to the changing needs of our students, and implements the data-driven approach of the Strategic Planning Taskforce to sharpen the District’s focus on critical goals, well-defined objectives, and measurable outcomes. The integrated planning model increases coordination and collaboration both internally within and among our District Colleges, and externally with our community and business partners.

The plan begins with an overview of the data-gathering and planning processes and a summary of recommendations. It outlines assumptions in each of the following five areas: demographic; education; employment, housing, and income; fiscal, human, physical, and technology; and policy, public opinion, and community needs. The plan then introduces the environmental scan, and details information on the demographic environment; educational environment; employment, housing, and income environment; human, fiscal, facilities and technology resource environment; and policy, public opinion, community needs, and outreach environment.

Facilities Plan


3. Planning Tools

Administrative Leadership and Unit Reviews (ALUR)

The Skyline College Administrative Leadership and Unit Review is a major component of the College’s integrated planning-budget-assessment cycle. The model allows each Program, Service Area, and Administrative Unit Area to maintain its identity and uniqueness, while creating a standardized approach to annual planning. These Unit Reviews are conducted annually, and are framed by the campus strategic priorities. The information collected informs administrative units as well as the College’s Institutional Planning Committee and College Budget Committee as they assess progress on articulated goals and initiatives, assess progress on service area outcomes, and identify and plan future operational goals and initiatives.

Along with Academic Leadership Program Review, ALUR supports the realization of the Strategic Plan by providing a system to ensure that our current work is effectively connected to Skyline College’s Mission-Vision-Values and goals.

http://www.skylinecollege.edu/prie/administrative-leadershipunitreview.php
Comprehensive Program Review & Annual Program Plans

The Skyline College Community embraces the concept that only through authentic, deep, and on-going evaluation and assessment can institutions improve their programs and services to meet the evolving needs of students. These integrated models are used by instructional programs, student services and administrative services.

The College has a comprehensive program review process, using guidelines set by the Academic Senate of California Community Colleges in 2009, as a primary way to evaluate programs and services. Comprehensive Program Review occurs on a 6-year cycle, with annual planning taking place yearly during the five intervening years. Faculty are central to this process, as they revise and update course outlines, reflect on Student Learning Outcomes (SLO) assessments, analyze data provided by the Office of Planning, Research, and Institutional Effectiveness, and communicate their findings with the Curriculum Committee, the Institutional Planning Committee (IPC), and the College Governance Council (CGC).

The purpose of the annual program plan is to provide meaningful data for continuous improvement. Faculty/staff utilize this opportunity to review the mission and vision of their department/program; using multiple measures and inquiry to 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 data is then used by the College’s planning bodies—IPC (Institutional Planning Committee), ILT (Instructional Leadership Team), SSLT (Student Services Leadership Team), CBC (College Budget Committee), Full-Time Equivalent Faculty Allocation Committee (FTEFAC)—in their integrated planning processes, and may also be used for Program Improvement and Viability (PIV). The Annual Program Planning documents can serve as the basis for completing the six-year Comprehensive Program Review.

http://www.skylinecollege.edu/programreview/index.php
http://www.skylinecollege.edu/annualprogramplanning/

Additional links:

Program Review Schedule — Updated to 2022:

Prior Program Review Schedule — 1998-2016:
http://www.skylinecollege.edu/programreview/assets/documents/Program Review Schedule 1998-2016_rev_3-07.xls

Program Review Timelines—including Benchmarks
Program Data—for Productivity, Enrollment and Outcomes:
http://www.skylinecollege.edu/programreview/assets/documents/program review calendar 3-29-07.xls

Presentation to Curriculum Committee—Guidelines, Summaries:

Program Data—for Productivity, Enrollment and Outcomes:
http://www.skylinecollege.edu/programreview/programdata.php

Program Reviews Submitted 2003-2012:
http://www.skylinecollege.edu/programreview/submissions.php

Chart of Program Review Completions 2001-2008:
http://www.skylinecollege.edu/programreview/assets/documents/Program Reviews Completed Chart_01-08.xls

Summary of Program Review 2003-2004:

Balanced Scorecard (BSC)

The Balanced Scorecard is a strategic management system that enhances the college-wide planning process through measurable core effectiveness indicators across four stakeholder lenses, each with a balance of financial and non-financial indicators and outcome measures: Internal Stakeholders; External Stakeholders; Financial & Operational Performance; and Growth & Innovation.

The BSC provides a vehicle for collaborative decision making, and translates our Mission-Vision-Values into meaningful indicators which are directly linked to the goals and strategies of the College. The outcomes are reported through a visual Scorecard providing a snapshot of how well the College is performing under each indicator in the implementation of its strategies and progress toward its goals.

http://www.skylinecollege.edu/institutionalplanning/assets/balancedscorecard/BSC_Oversiew_052813.pdf
Skyline College Balanced Scorecard: Institutional Effectiveness from Four Perspectives

Using four perspectives to look at the key indicators, the Balanced Scorecard assesses how the institution effectively meets the goals of the Mission-Vision-Values.

### BALANCED SCORECARD OVERVIEW

<table>
<thead>
<tr>
<th>Perspective A: External Stakeholders</th>
<th>How well does the college respond to the needs of students, the community, local business and industry, as well as the government and accrediting agencies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>Effectiveness Indicators</td>
</tr>
<tr>
<td>• Student Access, Success &amp; Equity</td>
<td>• Retention &amp; Persistence</td>
</tr>
<tr>
<td>• Outreach &amp; Responsiveness to Community Needs</td>
<td>• Access &amp; Success</td>
</tr>
<tr>
<td>• Cultural Center for the Community</td>
<td>• Satisfaction &amp; Perception</td>
</tr>
<tr>
<td>• Marketing &amp; Outreach</td>
<td>• Employability</td>
</tr>
<tr>
<td>• Assess Student Learning</td>
<td>• Marketing &amp; Public Relations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perspective B: Internal Stakeholders</th>
<th>How well does the college respond to the needs of college leadership, administration, staff, faculty and the Board of Trustees?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>Effectiveness Indicators</td>
</tr>
<tr>
<td>• Integrated Planning/Institutional Performance Management</td>
<td>• Program &amp; Service Quality</td>
</tr>
<tr>
<td>• Effective Communication</td>
<td>• Employee Satisfaction</td>
</tr>
<tr>
<td>• Safe &amp; Secure Campus</td>
<td>• Safety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perspective C: Financial &amp; Business Operations</th>
<th>How well does the college manage productivity, efficiency and fiscal responsibilities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>Effectiveness Indicators</td>
</tr>
<tr>
<td>• Integrated &amp; Evidence-Based Resource Planning</td>
<td>• Enrollment Productivity &amp; Efficiency</td>
</tr>
<tr>
<td>• Updated Facilities</td>
<td>• Budget Efficiency</td>
</tr>
<tr>
<td></td>
<td>• Facilities Planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perspective D: Innovation &amp; Growth</th>
<th>How well does the college continuously improve and create value?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>Effectiveness Indicators</td>
</tr>
<tr>
<td>• Innovative Programs &amp; Services Development</td>
<td>• Program &amp; Service Enhancements</td>
</tr>
<tr>
<td>• Innovative Programs &amp; Services Delivery</td>
<td>• Grant Procurement</td>
</tr>
<tr>
<td>• Comprehensive Staff Development</td>
<td>• Staff Development Opportunities</td>
</tr>
</tbody>
</table>
### Major Developments in Annual Program Planning/Comprehensive Program Review Since the Last Accreditation (2007)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007–2008</td>
<td>College wide strategic planning cycle revised and put on a six year cycle that coincides with other planning items (e.g. accreditation, education master plan, and district wide strategic plan.)</td>
</tr>
<tr>
<td>2010–2011</td>
<td>College revises Administrative Leadership and Unit Review form to streamline planning process.</td>
</tr>
<tr>
<td>2011–2012</td>
<td>College adopts a new Administrative Leadership and Unit Review form for greater detail and long-term planning aligned with College goals. Revised Annual Program Plan and Comprehensive Program Review forms are adopted so that annual program plans stack to the comprehensive program review report. Balanced Scorecard is updated to include the three new goals adopted as a result of the Mission-Vision-Values and Goals review</td>
</tr>
<tr>
<td>2012</td>
<td>Academic Senate reviews and revises the Comprehensive Program Review; Annual Program Planning aligned with Comprehensive Program Review; Administrative planning revised to the Administrative Leadership and Unit Review</td>
</tr>
</tbody>
</table>
Center for Transformative Teaching & Learning (CTTL)

The CTTL serves as a hub of innovation and professional development where faculty, staff, and administrators will find resources and opportunities that will help them strengthen student learning, engagement, support, and success. Through the integration of pedagogy, technology, and innovation, the Center provides a vast array of resources and opportunities for strengthening student learning, engagement, support, and success. The new Learning Lab for Classroom Technology supports faculty in experimenting with the use of instructional technology; and the addition of an Instructional Technologist to the CTTL team will further enhance the scope of instructional support. CTTL also provides training and certification for teaching Distance Education courses, and has developed or strengthened a number of resources over the past year to increase support for online teaching and learning. These include, among others: the creation of a centralized Distance Education website for faculty and students and a Distance Education Handbook (both described shortly); a Lending Library containing current literature on teaching and learning; regularly scheduled professional development workshops; one-to-one assistance with instructional software and technologies; an equipment loan program; and a Critical Conversations Lounge where faculty can engage in discussions about teaching and learning and provide peer coaching.

Distance Education (DE) Website

http://skylinecollege.edu/online/

Distance Education is a central part of Skyline College’s commitment to expanding access to quality higher education programs and providing learners with the resources and skills needed for successful completion of their degree and certificate programs.

The DE website provides extensive information and resource links for students new to online learning as well as students currently enrolled in online courses. It includes links to the Center for Transformative Teaching and Learning (CTTL), the online schedule and catalogue, and to extensive faculty resources (including the DE Handbook, described below).

Distance learners may take courses through any of the three colleges in the District; and the District Gateway to Distance Education Website (described below) provides both self-assessment tools to determine readiness for online learning, and links to online courses available at all three colleges.

Distance Education Handbook


This handbook provides detailed information and resources to support faculty, staff, and administrators in providing high quality and innovative online educational opportunities that enhance student success. The handbook covers, among others: requirements for creating successful course proposals, training and certification; assessment rubrics; successful classroom communication; and extensive support opportunities available through the Skyline College Center for Transformative Teaching and Learning (CTTL), and through the District.
District Gateway to Distance Education Website

http://www.smccd.edu/degateway/

This website centralizes online education information from all three district colleges, for both hybrid courses and courses offered completely online. Students may access information about getting started with online education; course selection; satisfying degree, certificate, and transfer requirements; and tools for academic success (among others). Links are also provided for both student and faculty portal resources.

Faculty/Staff Website

The Faculty/Staff Website centralizes key information for faculty and staff in one convenient location, and provides additional links for suggestions and feedback for the College as a whole as well for the Performance Evaluation Task Force (PETF). The website includes logistical/operational information, forms, and templates; as well as detailed technology resources and faculty websites. It also links directly to each of the following resources:

http://www.skylinecollege.edu/facultystaff/
Art on Campus Guidelines
Board of Trustees
The Center (CTTL)
Class Operations
College Catalog and Schedule
College Facts
Directory of People and Offices

Major Developments in Technology and Online Teaching Since the Last Accreditation (2007)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Distance Education Substantive Change Report submitted to Commission and accepted.</td>
</tr>
<tr>
<td>2011</td>
<td>Designed learning space for workshops and training for online teaching and learning; Space evolved into the Learning Space in the CTTL</td>
</tr>
<tr>
<td>2012</td>
<td>Development of Center for Transformative Teaching and Learning Center (CTTL); Two faculty co-coordinators appointed for professional development and for Distance Education; Development of the Distance Education web site providing resources for student and faculty; Development of the CCTL website;</td>
</tr>
<tr>
<td>2013</td>
<td>Submitted Distance Education Substantive Change Report to ACCJC which was accepted; Hired an Instructional Technologist</td>
</tr>
</tbody>
</table>
Curriculum Committee

Curriculum is the backbone of Skyline College. It reflects the diversity of the disciplines comprising our college community, the different pedagogical philosophies we bring to the classroom, and the strengths of our education and training. Faculty are charged with the primary responsibility for the development of new courses and programs, as well as the ongoing revision of existing courses and programs.

The primary role of the Curriculum Committee is to approve new and revised curriculum and academic policies to ensure compliance with Title 5 and the California Education Code prior to submission to the Board of Trustees for final approval. In addition, they provide guidance and oversight to ensure that all curricula are sound, comprehensive and responsive to the evolving needs of our students as well as the academic, business, and local communities. The Committee’s Responsibilities include:

- Curriculum— including course and program—approval
- Degree and certificate requirements
- Grading policies as they pertain to course outlines
- Educational programs
- Program review

The Curriculum Committee website contains committee membership and meeting dates, agendas and minutes, processes and CurricuNET instructions for submitting new and modified course proposals, the Curriculum Committee Handbook, and Program Review information.

http://www.skylinecollege.edu/curriculumcommittee/index.php
# Glossary of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACBSP</td>
<td>Accreditation Council for Business schools and Programs</td>
</tr>
<tr>
<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
</tr>
<tr>
<td>ALUR</td>
<td>Administrative leadership and unit review</td>
</tr>
<tr>
<td>ASSC</td>
<td>Associate Students of Skyline College</td>
</tr>
<tr>
<td>ASTEP</td>
<td>African-American Success Through Excellence &amp; Persistence</td>
</tr>
<tr>
<td>BSC</td>
<td>Balanced Scorecard</td>
</tr>
<tr>
<td>CBC</td>
<td>College Budget Committee</td>
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<tr>
<td>CCLC</td>
<td>Community College League of California</td>
</tr>
<tr>
<td>CGC</td>
<td>College Governance Council</td>
</tr>
<tr>
<td>CSU</td>
<td>California State University</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education (CTE) programs</td>
</tr>
<tr>
<td>CTTL</td>
<td>Center for Transformative Teaching and Learning</td>
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<tr>
<td>DSGC</td>
<td>District Participatory Governance Council</td>
</tr>
<tr>
<td>FTEFAC</td>
<td>Full-Time Faculty Allocation Committee</td>
</tr>
<tr>
<td>CCSSSE</td>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td>ILT</td>
<td>Instructional Leadership Team</td>
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<tr>
<td>IPC</td>
<td>Instructional Planning Committee</td>
</tr>
<tr>
<td>ILO</td>
<td>Institutional Learning Outcomes</td>
</tr>
<tr>
<td>ISLO</td>
<td>Institutional Student Learning Outcomes</td>
</tr>
<tr>
<td>ITS</td>
<td>Instructional Technology Services</td>
</tr>
<tr>
<td>MESA</td>
<td>Math Engineering Science Achievement</td>
</tr>
<tr>
<td>MVV</td>
<td>Skyline College Mission-Vision-Values</td>
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<tr>
<td>PETF</td>
<td>Performance Evaluation Task Force</td>
</tr>
<tr>
<td>PIV</td>
<td>Program Improvement and Viability</td>
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<tr>
<td>PRIE</td>
<td>Office of Planning, Research, and Institutional Effectiveness</td>
</tr>
<tr>
<td>PSLO</td>
<td>Program Student Learning Outcome</td>
</tr>
<tr>
<td>RT</td>
<td>Respiratory Therapy</td>
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<tr>
<td>SEEED</td>
<td>Stewardship for Equity, Equal Employment, and Diversity</td>
</tr>
<tr>
<td>SLO</td>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>SLOAC</td>
<td>Student Learning Outcomes Assessment Cycle</td>
</tr>
<tr>
<td>SMCCCD</td>
<td>San Mateo Community College District</td>
</tr>
<tr>
<td>SSLT</td>
<td>Student Services Leadership Team</td>
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<tr>
<td>STOT</td>
<td>Structured Training in Online Teaching</td>
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<tr>
<td>TAC</td>
<td>Technology Advisory Committee</td>
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<tr>
<td>TES</td>
<td>Transcript Evaluation Service</td>
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<tr>
<td>UC</td>
<td>University of California</td>
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<tr>
<td>WASC</td>
<td>Western Association of Schools and Colleges</td>
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