

This document, dated March 19, 2025, is an initial and rough draft of the narrative and evidence on each of the accreditation standards to be submitted as part of the College ISER to ACCJC in December 2025. The document is intended for comment and feedback from the Skyline College community, to be incorporated into a future draft which will be shared to the community and general public.

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

Suggested length for Standard 1 is no more than 10 pages.

1.1 The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

The Skyline College [Mission-Vision-Values](#) (M-V-V) Statement clearly articulates the College's educational purposes, aligned with the needs of the students it serves, along with its commitment to equitable opportunities and outcomes for all students. The College's M-V-V includes the College's mission, vision, and values statements—collectively creating a comprehensive statement that guides the direction and planning of the College.

Skyline College's M-V-V statement last underwent an update in 2023-2024 following the procedures for M-V-V [review and approval](#), formally established during the 2023-2024 academic year through the College's participatory governance process. In the Fall 2024 semester, Skyline College embarked on [review](#) of its M-V-V in the Strategic Planning and Resource Allocation Committee (SPARC). After multiple [agendized dialogues in SPARC](#) in [August](#), [September](#), [October](#), and [November](#) of 2024, the Committee recommended an [updated M-V-V](#) to the College Governance Council (CGC). In Spring 2025, CGC made a recommendation to the College President for adoption of the revised M-V-V; the President accepted the recommendation, and the new Skyline College M-V-V was adopted on February 26, 2025 ([CGC-Minutes-Placeholder](#)).

The current Skyline College M-V-V reads as follows:

[Insert Final College M-V-V, once CGC-approved]

The updated M-V-V articulates the College's commitment to fostering an inclusive and transformative educational environment. For example, the value statements related to Social Justice, Campus Climate, Student Success and Equity, Open Access and Academic Excellence together express the College's strong commitment to serving its diverse student population in an equitable, respectful and supportive environment, and to ensure that all Skyline College students can meet their goals. The value statements on Community Partnership, Transparency, and Sustainability reinforce the College's commitment to establishing positive relationships, an environment of mutual trust, and demonstrating social responsibility within and beyond our campus in support of the College Mission.

The College M-V-V is articulated via the College website, annual reports, and is regularly referenced in planning and resource allocation documents. Strategic [planning](#), [program review](#), [resource allocation](#) and [grant applications](#) all require alignment with the College M-V-V, either directly, or through documented alignment with the College's Education Master Plan.

1.2 The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Skyline College's [Educational Master Plan](#) (EMP) serves as the foundation for pursuing meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes. This comprehensive plan, currently in place for AY2023/24 through AY2027/28, aligns with the College's Mission, Vision, and Values (M-V-V), and guides the institution in creating a framework for continuous improvement and equity-driven progress.

The process for creating the College's EMP spans multiple semesters, originating in the Strategic Planning and Allocation of Resources Committee (SPARC) which is tasked with coordinating, integrating and communicating college-wide planning and budgeting. SPARC makes integrated planning and budget recommendations to the College Governance Council (CGC), including recommendations to adopt the College's M-V-V and EMP. ([SPARC-Minutes-20241114](#); [SPARC-MVVVote-2024](#)) The procedure/process for setting, reviewing, and approving institutional goals is further described in the Skyline College Participatory Governance Manual (*SC-ParticipatoryGovernanceHandbook-2025-PLACEHOLDER*).

The current Skyline College Education Master Plan strategic goals are:

1. Be an antiracist and equitable institution
2. Increase student enrollment by being responsive to the communities we serve
3. Ensure that all students have the support and resources needed to achieve their educational goals
4. Cultivate civic-mindedness to empower self and strengthen society
5. Foster a thriving learning and work environment
6. Ensure fiscal stability to support the College mission and maintain public trust

Each of these goals is elaborated in a series of strategies for implementation, and a list of activities for each strategy, all emerging from a participatory process engaging all College constituencies and divisions in development of the EMP. (*The [EMP Timeline](#) on the College website lists key participatory process steps.*)

In terms of institutional improvement, the Skyline College EMP prioritizes the integration of holistic supports that address students' academic and non-academic needs to promote retention and completion; it also identifies key areas for upgrading facilities, technology, and resources to support the College mission. Each of the strategic goals has meaningful and ambitious metric goals to ensure equitable student outcomes by incorporating initiatives designed to support historically underrepresented and marginalized student populations. Major goals pertaining to student success include eliminating gaps in course success and retention rates across student race/ethnicity demographic groups consistent with [Skyline College's 2022-2025 Student Equity Plan](#) and increasing enrollment in courses with zero textbook costs as a share of total fall enrollments with the long-term goal of all Skyline College courses having zero textbook costs. [Appendix C of the Skyline College Education Master Plan](#) contains specific metrics that are tracked and measured on a consistent basis to measure progress towards the strategic goals described above.

A separate, but aligned set of goals are established through the participatory governance process for the metrics included in the [ACCJC Annual Report](#). The goals and outcomes reported to ACCJC include both institutional set standards and more ambitious "stretch" goals for successful course completion, certificate and degree completion, transfers to four-year colleges, licensure exam rates and job placement rates.

In addition to the College-wide EMP and ACCJC Annual Report Metrics, the College sets goals and assesses its progress towards those goals at the program level through the [program review process](#). The College regularly reflects upon and reviews its academic programs and student services to ensure they appropriately reflect the

M-V-V and the College's commitment to student learning. Through the program review process, programs assess and report on achievement of student learning outcomes (SLOs) and also develop and report progress on goals for achieving program effectiveness, such as new initiatives, improved procedures, and greater efficiency. Skyline College's program review process relies on extensive data packets described in [Standard 1.3](#).

Lastly, the President's Innovation Fund (PIF) is an initiative designed to provide financial support to campus community members (e.g., teams of employees and /or students) who seek to promote creativity and innovation at Skyline College in alignment with the College's M-V-V.

1.3 The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Skyline College regularly tracks and analyzes data to determine how effectively it is accomplishing its mission in meeting the educational needs of students. The primary means through which Skyline College regularly reviews relevant and meaningful disaggregated data are:

1. Skyline College Data Dashboards: Disaggregated student achievement data is published and reviewed regularly to support data-informed decision-making.
2. Operational Reports in SAP BusinessObjects: Key operational reports are made available to relevant campus areas for ongoing assessment.
3. Education Master Plan (EMP) Goal Metrics: Regular reviews of disaggregated data are conducted to evaluate progress on EMP goal metrics.
4. Program Review Process: Disaggregated program data provided by PRIE is reviewed systematically as part of the College's program review cycle.
5. College-Wide Surveys: The PRIE Office coordinates the administration, analysis, dissemination, and facilitation of college-wide survey results.
6. ACCJC Annual Goal-Setting: PRIE Office leads the College in setting annual ACCJC goals (see Standard 1.5).

The [Skyline College Data Dashboards](#) are public-facing Tableau dashboards stored on the Skyline College PRIE website. The reports allow for various types of filtering and data analysis including but not limited to student enrollment trends, transfer-level

course completion, successful course completion, degree and certificate obtainment, and four-year university transfer.

The most comprehensive dashboard is the [Skyline College Scorecard](#), which translates the M-V-V into meaningful milestones that directly inform student completion efforts. The interactive scorecard includes a series of cohort-based metrics to monitor student persistence and outcomes from the time of entry to the College as first-time students to inform on the timeliness of student progress and completion. The College Scorecard is accessible via a public Tableau Dashboard, allowing disaggregation by multiple student demographics, including gender, race/ethnicity, and first generation to college status. Non-cohort-based metrics report on overall outcomes for students enrolled in a given term, regardless of their entering cohort, and are also accessible via interactive Tableau dashboards. Examples of these dashboards include [Course Outcomes, Degrees and Certificates](#), and [UC and CSU Transfers](#).

Updated annually and shared widely for the College's collective reflection and input, the dashboards make use of a core set of metrics that operationalize and measure institutional effectiveness to set appropriate goals for student outcomes. The Skyline College Tableau Dashboard metrics align with the San Mateo County Community College District (SMCCCD) Strategic Plan metrics, and with the California Community College Chancellor's Office (CCCCO) Vision for Success goals.

SMCCCD's District PRIE and campus PRIE Offices also create and run dozens of customized SAP BusinessObjects reports to assist college employees with operational, outcomes-based and/or program-specific data needs. To address equity gaps and support disproportionately impacted (DI) student groups, the Student Services has used SAP and SSL reports via the Salesforce Customer Relationship Management (CRM) system to generate tailored lists aligned with student equity plan goals. These lists focused on DI groups, including African American/Black students, first-generation Latinx students, and Latinx male students in non-exempt programs, guiding proactive outreach efforts. For example, students who had not met with a counselor in two semesters were [contacted to create or update educational plans](#), in order to support their graduate and/or four-year college/university transfer. Students on academic probation were also contacted to help them regain good academic standing. Additionally, students with over 120 units were contacted to support their graduation process. These efforts demonstrate a data-informed, equity-driven approach to improving student success and closing achievement gaps. Further examples of targeted outreach are available upon request.

The formal review of progress towards Skyline College's EMP goal metrics occurs annually in SPARC; the most recent review of the current EMP goal metrics occurred in SPARC in Spring 2025 (*SPARC-Minutes-2025-PLACEHOLDER*). Outside of the formal annual review, the progress towards EMP metric goals is reviewed in appropriate constituent groups on an ongoing basis, such as the 2024 Student Services and the [Management Council Retreat](#).

The [Institutional Effectiveness Committee](#) (IEC), which is made up of representatives from the faculty, administration, students, and classified professionals, regularly serves as a venue for the review of the College's progress towards its EMP Goals. For example, in Fall 2024, IEC hosted a [campus-wide conversation](#) (Determining next steps for achieving Education Master Plan Goal 5: Foster a Thriving Learning and Work Environment); the presentation linked campus climate data disaggregated by employee classification to EMP goals and outcome metrics. As another example of sharing meaningful data with a college-wide audience, progress towards the College's EMP goals surrounding cohort-based term to term persistence, including an analysis of fall to spring persistence and degree completion rates by race/ethnicity, was presented at [Skyline College's Fall 2024 Convocation](#).

Through the analysis of disaggregated data in the program review process, the College regularly reviews its programs and services to ensure they reflect the M-V-V and the College's commitment to student learning, identifying areas for program improvement and innovation. As part of the comprehensive program review process, the PRIE Office produces [data reports](#) for instructional programs and works closely with non-instructional programs to support them in data collection and analyses (e.g., [disaggregated demographic data](#) on program participants and their outcomes). The primary program-level reports generated for instructional programs and included in the Nuventive Improve Platform include: an [overall program report](#) (which is also publicly posted on the PRIE and Program Review websites); a detailed [course enrollment report](#) which contains details on course success and retention rates; a [occupations-related labor markets data report](#), if applicable; and a program of study report containing data on student who've indicated the program as their intended major. Types of disaggregated data included in the program review course enrollment report, for example, includes race/ethnicity, gender, age, course number, educational goal, unit load, modality, and course offering time.

Skyline College also conducts regular college-wide surveys as a key method for gathering qualitative and quantitative data about the experiences and perceptions of students, faculty, classified professionals and administrators. Results from surveys are shared with appropriate campus constituencies and are incorporated into

strategic discussions to support an evidence-based approach to working towards the College's mission and goals. The most recent major campus-wide survey efforts to inform broad institutional improvement efforts were [student](#) and [employee](#) climate surveys conducted in 2022-2023 (including distinct college-wide surveys for students and employees, and six focus groups with employees for deeper inquiry) led by the RP Group as an external consultant. The Skyline College PRIE Office solicited Associated Students of Skyline College (ASSC) input through a [feedback session](#) in October 2022 to inform the survey questions asked of students. The results of college surveys are [posted publicly](#) and shared across numerous venues and participatory governance committees to ensure broad dissemination and a shared understanding for establishing recommendations for action.

Lastly, the PRIE Office coordinates the participatory governance process of setting [annual ACCJC goals](#) starting in the [Institutional Effectiveness Committee](#). This process ensures that the College aligns its priorities with [accreditation standards](#), systematically assesses progress, and identifies actionable strategies to enhance institutional effectiveness and student outcomes.

In summary, Skyline College establishes and supports consistent processes for the review and analysis of data to assess progress towards its institutional goals. The PRIE Office plays a central role in sustaining a "culture of inquiry" through the publication of interactive Tableau dashboards, operational SAP BusinessObjects reports, and static program review packet data used as part of the program review process. SPARC and IEC facilitate campus community discussions on Education Master Plan goals and metrics, on campus survey and focus group results, and on associated research findings. Academic and Student Services programs analyze comprehensive data reports as part of the program review process and communicate findings via the annual [IEC CPR Share Outs](#) focused on continued improvement and innovation.

1.4 The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Skyline College's Mission-Vision-Values (M-V-V) directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services, as captured in the [Integrated Planning and Resource Allocation Model \(IPRAC\)](#). The M-V-V directly informs the [Education Master Plan](#), which defines the College's Strategic Goals. The [six strategic goals](#) reference strategies, and specific activities that are underway as well as proposed

ones. Metrics associated with each goal are monitored by college leadership and constituent committees, and the larger campus is apprised as well, as described in Standard 1.5. Each member of Cabinet, which is comprised of the College President, Vice President of Administrative Services, Vice President of Instruction, Vice President of Student Services, Dean of Planning, Research, Innovation and Effectiveness, and Director of Community Relations and Marketing, are tasked with monitoring and [championing one of the strategic goals \(Pp14-16\)](#), giving it sustained attention at the Strategic Planning and Allocation of Resources Committee ([SPARC meetings](#)), and communicating to the relevant individuals. As such, Cabinet is responsible for ensuring that progress with each goal is being made across the College and positioned to direct attention and advocate for resources as needed.

Consisting of deans, managers, directors and Cabinet (non-voting), the Management Council provides critical leadership in implementing and monitoring the EMP. At the [June 2024 Management Council retreat](#), two of the goals were identified as college-wide priorities for 2024-2025: (a) Being an Anti-racist and Equitable Institution and (b) Fostering a Thriving Learning and Work Environment. These two priorities are communicated through campus leadership at the Opening Day's College-wide [Convocation](#) and within their respective areas. For example, the Student Services Leadership Team, led by the Vice President of Student Services, launched the new academic year with those [priorities](#) in mind. One of the subsequent [meetings](#) that included counselors and classified professionals was an [Anti-Racist Education Forum](#). They first grounded the discussion with a review of the metrics associated with this goal, and then an expert in the field presented and facilitated a discussion, both of which prompted participants to consider ways to support anti-racist efforts within their respective Divisions/Department. Such conversations are key to moving initiatives forward, as they help to manifest a vision into action.

Progress on EMP and other college-wide metrics also are shared in more detail at constituent committees such as the Strategic Plan and Allocation of Resources Committee ([SPARC](#)), Institutional Effectiveness Committee ([IEC](#)) and the Stewardship for Equity, Equal Employment and Diversity ([SEEED](#)) meetings.

The EMP also provides direction to [college-wide plans](#), such as the Enrollment Management Plan, Student Equity Plan and Technology Plan. Conversely, strategies from the aforementioned plans contribute additional specificity on how the associated EMP Goals will be implemented, and the related metrics align with and deepen the metrics established by the EMP. Case in point is the [Student Equity Plan](#), which aligns with four out of the six [EMP goals](#). The committees that originate the aforementioned plans monitor them, such as the Stewardship for Equity, Equal Employment and Diversity ([SEEED](#)) committee over the [Student Equity Plan](#). This

synergy enables review at multiple levels of the College, for instance the committees that originate the college-wide plans and SPARC, all of whom can then report out to and make recommendations to the College Governance Council about which goals warrant more attention, and which strategies and activities to prioritize (*SC-ParticipatoryGovernanceHandbook-2025-PLACEHOLDER*).

Planning and resource allocation also takes place at the unit level through the program review and the annual resource request process, the primary means that [instructional](#) and [student services](#) programs and services align with the M-V-V and the EMP. In the Comprehensive Program Review (CPR), programs explain how they contribute to achieving the College M-V-V, and they also align long-term goals and related resource requests with the EMP's strategic goals. The CPR involves a thorough analysis of a program's efficacy and its environment to inform the program's long-term goals and resources needed to implement the goals. CPRs take place every seven years, with Program Review Updates (PRUs) taking place twice between the CPRs. Whether or not a program is undergoing [program review](#), they have the option of submitting an Annual Resource Request (ARR); resource requests must be associated with a program goal. See 2.9 for more details about program review.

CPRs and PRUs are completed by instructional, student service and learning support service programs, which inform the division level Administrative Leadership Unit Review (ALUR) and resource prioritizations. Resource requests are prioritized through the [ALUR \(Pp9-31\)](#). Resource requests that cannot be funded with existing division funds are forwarded to the relevant campus or district-wide committees that are tasked with [prioritizing](#) positions, instructional and technological equipment, and facilities requests. For example, full-time faculty positions are first prioritized by the division, and then requested through a [form](#) that asks how the position contributes to the College's mission and priorities of the College and the District, among other criteria. This form is submitted, and deans present their case to the Full-Time Equivalent Faculty Allocation Committee (FTEFAC), which [prioritizes the positions](#) based on the criteria on the form. Separately, SPARC recommends a budget scenario, which in tandem with availability of funding and prioritization informs which positions can go forward. This process is similar for other resource requests and serves as the basis for the following fiscal year's plans and budget.

1.5 The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

To broaden understanding of institutional strengths, priorities and areas of improvement, Skyline College regularly communicates progress toward achieving its mission and goals with internal and external stakeholders at both the institution-wide and program levels. Much of what is communicated internally is readily accessible from the College website for the larger public.

One primary means to monitor institution-wide goals and metrics is through constituent group committees whose representatives are appointed by the Academic Senate, Associated Students of Skyline College, Classified Senate and Management Council. For example, the Strategic Planning and Allocation of Resources Committee (SPARC) played a primary role in generating the 2023-2028 Education Master Plan by first discussing the environmental scans and District Strategic Plan. ([SPARC-Minutes-20211209](#); [SPARC-Minutes-20220127](#); [SPARC-Minutes-20220210](#)). SPARC members later were core participants with additional stakeholders in the campus-wide [Integrated Planning Town Hall](#) that followed, with additional engagement at division meetings. The [EMP timeline](#) was displayed on the college EMP website.

Recommendations related to institutional decision-making and planning that emerge from such committee deliberations are forwarded to the College Governance Council (CGC), whose voting membership includes leaders from the four constituent groups. In this instance, the Education Master Plan and metrics pertaining to each strategic goal, which includes student outcomes, were approved by the [CGC \(P.6\)](#).

College leadership such as the President's Cabinet, [Management Council](#), the Student Services Leadership Team ([SSLT](#)) and constituent committees such as [SPARC](#) and the Institutional Effectiveness Committee ([IEC](#)) play a role in monitoring the Education Master Plan. See 1.4 for more details. Constituent committees such as SPARC, the IEC and the Stewardship for Equity, Equal Employment and Diversity (SEED) have members or resources from the Office of Planning, Research, Innovation and Effectiveness (PRIE) to support data-based inquiry.

In addition to committees, [EMP goals and metrics](#), as well as other college-wide [evaluations are shared widely](#) through intentional opportunities to engage the campus, often by PRIE ([SkylineCollegeConvocation-EMP Goals-2024-2025](#)). A major campus climate survey was administered to students in Fall 2022 and employees in Spring 2023 and concluded in Fall 2023 with employee focus groups. Survey results from employees and students were shared through campus presentations both in person and virtually, with all materials [available on](#)

[the PRIE website](#). During the COVID-19 pandemic, [survey results were shared](#) to help determine how the College could best address students' needs with online instruction, online student and learning support services, and basic needs. For those unable to attend these real-time convenings, including community members, this information and even recordings of virtual convenings are readily available on websites such as the aforementioned and via newsletters ([March](#) and [April](#) 2023). The PRIE office also publishes public-facing [Tableau Dashboards](#) with filters that include but are not limited to overall course success, transfer rates, the College Scorecard and progress on the Zero Textbook Cost/ Online Education Resources initiative.

At the program level, the program review process is the primary means by which evaluations and resultant goals are shared broadly within programs and across the campus as a whole. Programs undergoing Comprehensive Program Review (CPR), which is every seven years, participate in the [CPR Share Outs](#), an in-person convening of program faculty and classified professionals with administrators and the campus at large. Hosted by the Institutional Effectiveness Committee, the Share Outs are an opportunity for programs to tout their accomplishments as well as highlight challenges and how they'll address them. The Share Outs are structured to transcend programmatic silos and enable dialogue via the [poster sessions](#) and the subsequent panel discussion. Those unable to attend can access the CPR reports, posters and recordings online, and through the [campus newsletter](#). All program reviews, including the biennial Program Review Updates, are [posted online](#) to communicate the College's strengths and weaknesses at the program level.

See [I.2](#) and [I.3](#) for college-wide data, including disaggregated data, that are readily accessible to both internal and external constituents. [Updated instructional program review data](#) also is posted annually to the College's PRIE website.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

Suggested length for Standard 2 is no more than 20 pages.

2.1 Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Skyline College ensures that all academic programs, regardless of location or mode of delivery, align with the institution’s mission and with the needs of students and our local communities. Skyline College boasts a wide array of offerings including, but not limited to, Associate of Arts and Associate of Science degrees (nearly half of which are specifically designed as preparation for transfer to a four-year university), a baccalaureate degree in Respiratory Care, career and technical education leading to certificate awards, and lifelong learning. Skyline College offers 33 associate degree programs, 29 associate degrees for transfer (ADT), one Bachelor of Science degree, and 47 certificate programs. Skyline College’s academic programs reflect appropriate breadth, depth, and expected learning outcomes for maintaining academic excellence. Program and course descriptions, as well as requirements for certificate programs, Associate Degrees, AD-T, and CSU and UC course transferability, and the baccalaureate program in respiratory care are all included in the [College Catalog](#).

The institution maintains a rigorous process for curriculum development, review, and approval that aligns with its mission and ensures academic integrity across all modalities. The College’s process for program development is guided by [Board Policy 6.13 Curriculum Development, Program Review, and Program Viability](#) which commits the District to providing programs and curricula that are of high quality, relevant to community and student needs, and are evaluated regularly to ensure quality and currency. The policy delegates curriculum review to the Academic Senates of each District college, each of which include a Curriculum Committee, as the subcommittee responsible for these activities. Actions of the Curriculum Committees are subject to Board approval.

The [Skyline College Curriculum Committee](#) (CC) provides guidance and oversight to ensure that all curriculum is sound, comprehensive, culturally relevant and responsive to the evolving needs and realities of students and local communities.

The faculty, classified staff, administrators and students who make up the CC bring expertise from a variety of specialized roles including, articulation officer, degree audit specialist, distance education coordinator, librarian, and transcript evaluator. CC members work together to recommend approval of new programs, degrees and certificates, courses, and general education curriculum; coordinates with the District Curriculum Committee; and provides college-wide curriculum direction. ([Curriculum Approval Diagram, Pp30](#)).

The CC's responsibilities include, but are not limited to, review and approval of: new and modified Course Outlines of Record (COR); new and modified Programs, Degrees, and Certificates; courses for distance education; prerequisites, co-requisites, and recommended preparation for courses; course repeatability limits; assigning courses to the appropriate discipline(s); and discontinuation of courses, certificates, and degrees. 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. Details of the curriculum approval process are outlined in the publicly available [Curriculum Handbook](#) posted on the Curriculum Committee website.

The College defines student learning outcomes (SLOs) for all courses and Program Student Learning Outcomes (PSLOs) for degree-bearing instructional programs. Course SLOs are mapped to relevant PSLOs, enabling course level results to “roll” up and aggregate so as to assess PSLOs (this mapping is also a tool that faculty use to reflect on course sequencing recommendations). The College Catalog lists instructional PSLOs for each academic program in the degrees and certificates section (see, for example, [SC-Catalog-Accounting-AS-2024-25](#)). PSLOs can also be found on the College website, listed within each academic program's web page ([SC-Website-ProgramLearningOutcomes-20250204](#)).

Systemic evaluation of all courses, programs, and directly related services is achieved through the program review process. The [instructional comprehensive program review template](#) includes sections on student learning outcomes, requiring review and confirmation of their continued relevance to the program, prompting reflection on how well the programs are meeting their PSLOs, and, if needed, requiring programs to develop action plans to strengthen instruction. Program data packets include information on enrollment and success, including disaggregated outcomes by course modality and by student race/ethnicity, gender, and low-income status also available from the College's series of Tableau Dashboards. As part of the program review process, programs with instructional offerings are also required to update all curriculum and secure approval by the Curriculum Committee. See Standard 2.9 for more information on program review.

This aforementioned program and curriculum approval, review, and assessment processes ensure that all programs regularly review their curriculum, evaluate their

program outcomes, assess their student learning outcomes, and identify areas of improvement to ensure consistency with the program's goals and institution's mission.

2.2 The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

(ER 3, ER 9, ER 11, ER 14)

Skyline College faculty play a primary role in designing and delivering academic programs that reflect relevant discipline and industry standards. Faculty determine the need for new and modified courses through their direct experience with students, learning outcomes assessments, their attendance at professional discipline meetings and other activities they undertake to keep current in their disciplines, and their work with advisory committees. Typically for CTE programs, [advisory committees](#) include representatives from business, labor, community agencies, faculty, students and other [members](#). Some CTE programs—such as Respiratory Therapy, Surgical Technology, Emergency Medical Technicians, Cosmetology, and Paralegal Studies—undergo [accreditation or licensure from outside agencies](#) that further ensure that these programs meet industry standards for preparation and relevancy. Input also is often sought from colleagues at other institutions, especially those to which Skyline College students transfer, to make certain that these students will continue to be successful.

By means of processes set forth by the [Skyline College Curriculum Committee](#) (CC) described in 2.1, and a strong curriculum approval process described in the [Curriculum Handbook](#), faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. The Curriculum Committee approves new programs, degrees and certificates and the general education curriculum; coordinates with the District Curriculum Committee; and provides college-wide curriculum direction. They also are responsible for ensuring that all courses and programs meet Title 5 requirements of the California Code of Regulations (CCR). ([Instruction Newsletter, Pp 4](#)).

Faculty, both full-time and part-time, act to continuously improve instructional courses and programs through SLO assessment to ensure currency, improve teaching and learning strategies, and promote student success. Departments develop assessment plans to evaluate course SLOs on a [three-year cycle](#). Course SLOs are documented in the Course Outlines of Record that are approved by the Curriculum Committee, and are communicated to students via the course syllabus (for example, [ART411 Syllabus](#) and [Course Outline](#); [BIOL 260 Syllabus](#) and [Course Outline](#)). Program SLOs are

communicated via the College Catalog and program websites and are assessed with course level results “rolling up” to the relevant PSLOs (for example, [Art PSLO Dashboard](#)). Assessment results are used to inform teaching and grading practices, assignment and assessment design, and the outcomes themselves. Results also may inspire faculty to implement new teaching strategies and/or assessments, including signature assignments or rubrics. For example, history faculty replaced embedding multiple choice questions in exams with primary research papers in which students connect the curriculum with their lived experiences. Physics/astronomy faculty revised their Program Student Learning Outcomes (PSLOs) to include core competencies including ethics, and revised the course SLOs to align clearly to the PSLOs in terms of how the PSLOs manifest within each course. And Art faculty adopted a rubric to ensure consistent assessment of studio art classes, with course level data rolling up to the PSLO on Physical/ Technical Skills. ([Art Project Rubric](#)); ([Ed Child Development ISLO Email](#)).

Along with outcomes assessment results, achievement data and additional contextual information are central to evaluating the efficacy of a program through program review. Programs undergo Comprehensive Program Review (CPR), an in-depth, three-semester long process, every seven years in order to assess their program’s current state, consider the environment in which the program exists, and develop strategies to enhance program effectiveness. They complete Program Review Updates (PRUs) twice between the CPR cycle, reviewing outcomes assessment and providing status updates of their goals. The CPR process ensures that all programs assess their student learning outcomes and review their program data—including disaggregated data to identify instances of disproportionate impact, and review and update their curriculum through the Curriculum Committee. See [Standard 2.9](#) for more information about program review.

The CPR process affords time to conduct a thorough review of their curriculum in light of what the program and course level data reveal. The three semesters enable a sustained analysis of courses’ alignment with program level outcomes, course sequencing, course content and pedagogy, assessment practices, as well as typical texts. [Faculty are trained](#) to review the course outlines of record holistically, for instance making connections between the student learning outcomes and representative assignments, and also in the larger context of the program student learning outcomes. This introspection is supported by a partnership between the Curriculum Committee chair(s), instructional designers, and the coordinator of institutional effectiveness. The work is sustained over the summer via the optional Summer Curriculum Institute in which participating faculty receive compensation. See [Standard 2.9](#) for more information about the curriculum component of program review.

To support professional growth of faculty and the general campus, the [Center for Transformative Teaching and Learning](#) (CTTL) offers faculty and staff many professional learning opportunities. Each semester the CTTL develops and provides a menu of flex workshops and other learning experiences, with particular attention to equity and access as one of their five major focus areas. For example, the CTTL hosted two book circles around equitable grading, as well as numerous workshops on culturally responsive pedagogy, trauma informed pedagogy, and accessibility ([CTTL-FlexDayEquityWorkshops-2021](#); [CTTL-FlexDayEquityWorkshops-2022](#); [CTTL-FlexDayEquityWorkshops-2023](#)). The CTTL has also led the [Equity Scholars Project](#), funded by a series of grants, which offers a peer-to-peer mentoring approach to implementing equitable pedagogical practices. Faculty Mentors complete training with the National Equity Project, and work 1:1 with faculty mentees on strategies around equitable outcomes for all students. For more information on professional learning opportunities, see [Standard 3.2](#).

2.3 All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

General Education (GE) is an academically rigorous component of the Skyline College curriculum for all degree programs, as stated in the Skyline College [Curriculum Committee Handbook](#), and consistent with [SMCCCD Board Policy 6.10](#) and [Administrative Procedure 6.10.1](#). The GE curriculum provides students with a foundation of knowledge, abilities, and experiences so that they can succeed in their discipline majors, transfer if desired, and engage in lifelong learning. These include the ability to think critically, communicate effectively, use mathematics and quantitative reasoning, and skills such as information literacy, civic responsibility, and the ability to engage with diverse perspectives.

As of Fall 2025, Skyline College offers two GE patterns: 1) The Cal-GETC pattern required for all associate degrees for transfer (ADTs) per the Student Transfer Achievement Reform Act of 2021 (AB 928), and 2) a locally-designed GE option for students pursuing all other associate degrees. Skyline College's GE curriculum is developed by the College Faculty and recommended by the [Curriculum Committee](#) (CC), a standing sub-committee of the Skyline College Academic Senate, for approval by the SMCCD Board of Trustees.

Skyline College's Philosophy of General Education, published in the [College Catalog](#) (REPLACE with 2025/26 catalog when available) emphasizes breadth of knowledge and promotion of intellectual inquiry, and is based on the assumption that all who earn

an associate degree must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines:

The General Education Program at Skyline College provides a scope and depth of learning that empowers students to meet the work, life, and global citizenship challenges of the 21st century. The Program fosters and develops the essential knowledge, skills, and values students need to succeed in an interdependent world of daunting complexity and relentless change. It is the foundation of life-long learning. Students gain broad knowledge of science, cultures and society; a wide range of high-level intellectual and practical skills; a strong sense of ethical and social responsibility; and the ability to integrate and apply the knowledge, skills, and values acquired in general education to new settings and complex problems and challenges. The General Education Program values and prioritizes broad, diverse perspectives, cross-disciplinary learning, intellectual curiosity, critical and creative inquiry, and the importance of engaging big questions, both contemporary and enduring.

This GE philosophy statement, [developed by a General Education sub-committee of the CC](#), aligns with the principles laid out by the Association of American Colleges and Universities (AACU) [Liberal Education and America's Promise \(LEAP\)](#) report.

The College's GE philosophy and curriculum are continually reviewed to ensure alignment with the College M-V-V, articulation agreements for transfer to four-year colleges, SMCCCD Board Policy and all applicable laws. On changes that have a District-wide impact the College CC works closely with the [District Curriculum Committee \(DCC\)](#). DCC, co-chaired by the Curriculum Committee Chairs from each of the three District colleges, includes the curriculum specialists, articulation officers, counseling faculty, and vice presidents of instruction from each college, as well as district representatives including the Transcript Evaluation Services Program Supervisor, the Vice President of Planning, Research and Institutional Effectiveness, and the Vice Chancellor of Educational Services and Planning.

The adoption of Cal-GETC for the ADTs prompted a [review and revision of the local AS degree GE requirements](#), led by the DCC. As reported by [DCC minutes \(pp 3-4\)](#), a District-wide Curriculum Institute on January 10, 2024 considered the [implications of AB928](#) and discussed the various options available to the District. [Further district-wide discussions](#) centered on the legislation's removal of the "Self-Development" area, which impacts Lifelong Learning, Lifelong Understanding, Self-Development, Career Development, and Kinesiology courses, as described in a [February 12, 2024 presentation](#) to the District Academic Senate. The Skyline College CC engaged the campus community in discussions of the proposed changes via a [Flex-Day session](#) on

April 18, 2024, and the campus-wide forum [Guiding Principles for Associate Degrees](#), held in November 2024.

The revised local GE curriculum, approved in XX, included the addition of a new area on Self-Development and Wellness....ADD LOCAL GE REQUIREMENTS ONCE FINALIZED. LINK to 2025-2026 Catalog.

Determination of which College courses may be used to fulfil the requirements of each GE area is made by the CC. Faculty members may propose that courses be designated in the Skyline GE Areas or in the CalGETC pattern when proposing a new course or through the course modification process. ADD DETAILS FROM CC HANDBOOK once updated.

The effectiveness of the GE curriculum is evaluated by assessment of the [Institutional Learning Outcomes](#) (ISLOs):

- **Community Engagement**
Students will be able to use knowledge acquired from their experiences at this college to be socially informed, culturally proficient, and ethically engaged in local, national, and/or global affairs.
- **Critical and Creative Thinking**
Students will be able to demonstrate critical and creative thinking skills in problem solving across the disciplines and in daily life.
- **Effective Communication**
Students will be able to communicate and comprehend effectively.
- **Information Literacy**
Students will be able to demonstrate skills central to information literacy.
- **Lifelong Wellness**
Students will be able to employ practices that foster overall well-being and personal development.

The ISLOs were reviewed and updated through participatory governance over three years starting in AY2021/22. ISLO assessment is conducted annually, with a single ISLO assessed campus-wide each year, so that all ISLOs are assessed on a five-year cycle. ISLO assessment is conducted in two ways. For the direct measure, [ISLO assessment](#) involves [mapping courses required for the degree](#) to each of the five ISLOs. Faculty assess the relevant ISLO(s) along with course SLOs. A pilot is underway in which faculty integrate the ISLO rubric criteria into their Canvas shell for their course, and results are accessible in a Canvas dashboard [ADD EVIDENCE WHEN AVAILABLE] in the online platform that houses outcomes assessment and program review. For the indirect measure, students complete ISLO self-assessments via online

surveys, and the results are disaggregated by student demographics to verify that outcomes are equitable across all student populations. [LINK TO 2024 SURVEY RESULTS WHEN AVAILABLE.]

2.4 The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Skyline College is committed to communicating with its variety of constituents in a student-centered manner. The college catalog, an online resource, is [reviewed and updated annually](#) for accuracy prior to publication. The College Catalog and the college website contain the [Institutional Student Learning Outcomes](#). The catalog lists [Program Learning Outcomes](#) under each Degree or Certificate. The [College Catalog](#) is available online and can be printed on demand as a PDF.

The college website is reviewed and updated regularly as information changes throughout the academic year. There are approximately 126 individuals on campus trained to update the college website in Modern Campus. Modern Campus is the Content Management System used to update the college website. [Course Syllabi](#) all contain Course Student Learning Outcomes.

The mechanisms for ensuring effective communication with students include the college website homepage above the fold, Canvas notifications, emails, text messages, event calendar, social media, campus announcements and classroom announcements. The website [homepage](#) content changes several times a year based on what is happening on campus at that time. The website is consistently being updated to meet accessibility standards to ensure that the college is effectively communicating with all types of students. The college uses Pope Tech to identify areas of improvement for the website in terms of accessibility. Canvas notifications are also regularly updated to notify students of important information. Students see these notifications in their Canvas Dashboard right after they log in.

Weekly [student newsletters](#) are sent through our Customer Relationship Management system, Salesforce. These emails list all the events, activities and resources available for the week. Salesforce is also used for retention strategies to encourage the student to take the next step in their educational journey. These emails are automatically programmed through the district office. [Construction announcements](#) are sent once per week to update the campus community on the full-scale remodel of building 2, the Students Services building among other smaller projects happening on campus. Text

messages are sent through the Rave system in times of emergencies. Weekly updates are provided via social media branded as [What's Happening This Week](#). Additionally, individual events are promoted via social media. The college recently completed a full rebranding effort which introduced a new logo to the college in fall 2023.

A full revamp of the branding [style guide](#) was implemented to communicate to campus and students how to maintain our brand identity. The branding efforts aid in the college's public perception of delivering a quality education and engenders a sense of trust when communicating with students regarding programs, services, and resources.

Student Services and the marketing team worked together to develop an online [student services hub](#) making student resources easier to find. Each student service program maintains its own website which includes the services offered, hours, and the program's student learning outcomes (PSLOS). [ADD sample website as EVIDENCE.]

Financial Aid and the marketing team worked together to create a [financial aid hub](#) to demystify the financial aid process for incoming students. An [Annual Report](#) is produced annually in the summer to highlight the accomplishments of the college in the previous academic year. The marketing team reviews its college [guidelines](#) (procedures) on the ways to communicate with campus annually for improvement. The marketing team recently reviewed and revamped the messages coming out of Salesforce to improve the style of communication for clarity and the visuals associated with the automatically scheduled emails. [ADD sample of Salesforce message as EVIDENCE.] This ensures that relevant messages are going out to students to guide them effectively along their educational journey.

Through a yearly project prioritization list, the district prioritizes work on Salesforce to bring on one new function at a time. Many communications related functions have been transitioned into the CRM, and more are forthcoming. SMCCCD [Board Policy 2.35](#) provides details on how district communication systems can be used. The policy includes some flexibility in that the "Chancellor, College Presidents, director of public affairs, and College marketing directors/public information officers may grant exceptions for special circumstances." This policy was last reviewed in 2021.

2.5 The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Consistent with the newly revised [Board Policy 6.04 and Administrative Procedure 6.04.1](#), Skyline College uses student centered scheduling to offer class sections in an efficient and fiscally responsible manner (see [Appendix C, Goal 6](#) – FTEF / FTES metric) consistent with best institutional practices and the needs of students resulting in schedules that are in alignment with student needs and program pathways. Scheduling at the college has evolved significantly from prior to the COVID 19 pandemic. Prior to COVID 19, the [college schedule](#) was primarily based on face-to-face instruction using a scheduling template to facilitate student scheduling without conflicts and the majority of courses, with the exception of summer, being offered using the Weekly Census accounting method. During the pandemic and in the years following, Skyline College [now schedules](#) courses in a variety of modalities (face to face, hybrid, hyflex and online) and attendance lengths providing greater flexibility for student scheduling.

The [scheduling process](#) at Skyline College follows a timeline set by the Office of Instruction that includes input from faculty as prescribed in the Collective Bargaining Agreement ([CBA; page 50, 19.2.7 and page 70, 26.1.1](#)) and is integrated into resource planning by using a FTES / FTEF ratio (load) to determine FTEF available to meet FTES projections. The process begins with division deans reviewing data from at least four data sources: prior semester/year enrollment trends including retention rates available in the Banner system (SYADENL) to determine demand and retention; student data dashboards available through the Planning, Research and Institutional Effectiveness Office ([PRIE](#)) [Tableau system](#) that demonstrate demand and time to completion data along with success metrics; qualitative and quantitative input offered by faculty and staff through [Program Review](#) and [Division ALURs](#); and [Program Mapper](#) which allows the college to project two year plans, focused on high demand areas, that allow for timely completion of programs and certificates. If a program required course is not offered at the current semester or is obsolete to the program, a course substitution may be 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.

Input from faculty and counselors ensures courses are scheduled in a modality and / or at a time/date/location that minimize overlapping required courses. Skyline's scheduling decisions are critical as a number of courses have only one section or are

only offered annually or biennially. For example, the STEM disciplines collaborate to generate a holistic schedule that minimizes conflicts so students can complete math, biology, chemistry, and physics degree requirements in any two-year period. Scheduling for the Dual Enrollment program at high schools and the Rising Scholars program at the prison, juvenile-justice site, etc. does not follow the scheduling timeline due to differences in start and end dates at each off-site location. Scheduling at each of these off-site locations is individualized for the desired pathway(s).

Timely completion of academic pathways is primarily facilitated by the [Skyline College Promise](#). The Promise has three pillars; the [Promise Scholars Program](#); Transformative Teaching and Learning through professional development and programming provided by the [Center for Transformative Teaching and Learning](#) and through Guided Pathways defined by [Interest Areas](#). Interest Areas are an easy way to search for and find the best pathway for undecided students. The degrees and certificates within an Interest Area often share courses that may assist a student in finishing a program of study more quickly.

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 consistent with [Board Policy 6.13](#) and [Administrative Procedure 6.13.1](#). 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 as outlined in the [Curriculum Committee Handbook, Pp 25-27](#). 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 ([Curriculum Committee Handbook, Pp 85-86](#)). 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. 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, faculty and deans to implement appropriate options including [substitution and waiver processes](#) adhering to their catalog rights.

2.6 The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Skyline College meets student needs by offering face-to-face, online synchronous, online asynchronous, and hybrid courses, and has expanded its offering of evening and weekend courses in multiple modalities, as can be seen in the [course schedule](#). The College's [Center for Transformative Teaching and Learning](#) (CTTL) trains and supports faculty to develop curricula and teach students according to the best practices for each of these modalities. In addition to offering a full calendar of [events and workshops](#) on topics such as instructional design, curriculum development, and instructional technology, CTTL offers one-on-one consultation with faculty members and maintains a [Faculty Repository](#) for easy access to videos, articles, and other professional development materials. The repository contains a dedicated page for [Distance Education](#) support, including topics such as student engagement, hybrid and hi-flex classrooms, and the flipped classroom. To evaluate effectiveness, program review data is disaggregated by modality as well as by demographic variables ([a program review report](#)) . For more information about program review, see [2.9](#).

Distance Education (DE)

Like many higher education institutions, Skyline College moved to nearly 100% distance education during the COVID-19 Pandemic. When face-to-face instruction resumed in 2021, the College discovered that the online modality remained popular with many students, particularly those with busy schedules and work commitments that require greater flexibility for accommodating classroom time. Student [enrollment shifted](#) from being about 20% DE before the Pandemic, to approximately 50% DE by Fall 2024. During the 2024-2025 academic year, more than two-thirds of Skyline College students enrolled in at least one online course.

[Administrative Procedure 6.12.1](#) describes the District's commitment to ensuring that SMCCCD distance education courses are of the same high quality as face-to-face courses, offer regular and substantive interaction between instructors and students, and are subject to full Curriculum Committee approval processes. The [Distance Education Advisory Committee \(DEAC\)](#), a standing committee of District Academic Senate, offers strategic recommendations, research, best practices and planning for developing high quality online learning to the District Academic Senate.

DE Training and Resources

Skyline College's CTTL has been at the forefront of the College's and District's commitment to providing quality distance education, training and supporting all three SMCCCD colleges in the transition to online learning during the COVID-19 pandemic. CTTL designed and launched the [Quality Online Teaching & Learning](#) (QOTL), a 25-hour certified course of study for instructors funded by \$1.4 million in federal Coronavirus Aid, Relief, and Economic Security Act (CARES) Act and District funds. During summer 2020, the course prepared 650 faculty members district-wide to maintain quality instruction during the shift to online learning during the COVID-19 pandemic ([September 2020 Board Report](#)). QOTL is now an integral part of instructional learning, with every faculty member who teaches an online course required to complete the [5-week QOTL course](#).

To offer opportunities for faculty to continue enhancing and refining their online teaching pedagogy, CTTL, in partnership with its sister colleges' Distance Education teams, developed Quality Online Teaching & Learning, Level 2 ([QOTL2](#)), an additional 25-hour certified course of study for faculty three years or more past certification of QOTL. QOTL2 offers customized learning paths where faculty choose content from a selection of choices based on their interest and individual learning goals. QOTL2 was piloted district-wide in Summer 2021.

The Skyline College [Distance Education Handbook](#) informs faculty about the mandatory policies and procedures relating to distance education courses and provides guidance on how to incorporate DE best practices into course design and delivery. The DE Handbook outlines the criteria used to ensure that DE course delivery is "high quality, consistent, student-success focused, and integrated." The criteria include Curriculum Committee processes for DE, mandatory online teaching certification, and recertification every three years. The requirement for Regular and Substantive Interaction (RSI) is discussed in detail, citing federal regulations and definitions, and describing what RSI should look like in practice. The DE Handbook covers a range of topics including communication plans, accessibility and universal design, FERPA and copyright materials usage guidance.

DE information and resources for students are communicated via the College's [Online Education website](#), which includes information on how to find an online or hybrid course, tools & technology supports for online course success, and academic support & student services for online students. Skyline College student services including academic counseling, personal counseling, financial aid information, tutoring services and more, are offered both in person and online to facilitate access for all students. Students may

select either [virtual, telephone or in-person appointments](#) for any of these services when scheduling via the mySMCCD Student Portal.

DE Assessment

To ensure that students experience equitable learning and achievement across all delivery modes and teaching methodologies, the College disaggregates course outcomes data by course modality and by student demographics, including race/ethnicity, gender, age, low income and first generation to college status, among others. These course outcomes are readily available for every academic division and subject area across multiple years via the Skyline College [Course Outcomes Dashboard](#). Additional disaggregations for course outcomes are included in the [detailed data packets](#) that the PRIE Office provides to programs undergoing Comprehensive Program Review (CPR), and at any time upon request. The [CPR template](#) requires that all instructional programs analyze disaggregated course outcomes, noting any trends or gaps that require attention, and to develop goals and associated plans to address any identified gaps. Each year, programs have the opportunity to make resource requests in support of meeting the goals developed during the program review process.

To promote and facilitate the College's use of disaggregated course outcome data to guide decision-making and continuous improvement, the PRIE Office reviews course outcomes trends each semester, comparing withdrawal and success rates by modality and by student demographics, and reporting any notable findings to affected programs, area deans, and to the Vice President of Instruction for action. (*Link to new SAP report when available*).

2.7 The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Skyline College implements a wide variety of programs, initiatives and support structures to maximize student success equitably and effectively. Skyline College takes an institution-wide approach to student success, with specialized supports and collaborative approaches spanning across all divisions.

These varied and complementary student/ learning support service programs leverage program review and assessment to evaluate access and overall

effectiveness, drawing from disaggregated data when possible, and act on the information. All have Program Student Learning Outcomes (PSLOs), many of which originate from data that they regularly review and some from surveys. For more information about program review, see 2.9.

Comprehensive Completion and Retention Programs:

The majority of first-time, full-time students are served through Skyline College's signature retention and completion programs: [Promise Scholars Program](#) (PSP), [Extended Opportunity Programs and Services](#) (EOPS) and [TRiO](#). These programs offer comprehensive and specialized counseling support, academic support, financial support and an engaged peer community. The Promise Scholars Program, the largest of the three signature programs, serves more than 1,100 students annually, and since its implementation in 2018, has consistently doubled the two-year and three-year graduation rate of participating scholars. EOPS and TRiO have a long history of reducing equity gaps, increasing retention and academic success of disproportionately impacted students. Together, these three programs work in conjunction to ensure students eligible for multiple programs receive a streamlined experience and stack supports strategically. The programs work together to ensure incoming students are aware of and apply to these programs to maximize their potential for success. [ADD EVIDENCE - a sample of advertising to students about STEP programs]

Through program review, all three aforementioned programs establish goals to strengthen their services and maximize impact. For example, through the analysis of disaggregated data for their [Comprehensive Program Review, PSP](#) identified multiple strategies to better serve Latinx, Filipino, Black, and Pacific Islander students, such as offering more culturally relevant and responsive student workshops and events, and developing the Black and Brown Scholars to support men of color PSP students .

Academic-Focused Supports and Learning Spaces:

[The Learning Center \(TLC\)](#) supports whole students by providing academic support in the forms of [tutoring](#), [Supplemental Instruction](#), and [workshops](#), as well as academic soft skill development through our [Peer Mentor program](#) and collaborative events. The TLC also serves as a physical space for students to build community, seek answers to their questions, and to find new pathways toward their goals. Many tutors and SI Leaders are embedded in traditionally difficult or gateway courses to help address challenges with course material through essential skill development and encouragement. TLC's recent efforts have focused on closing equity gaps through

innovative practices, including collaboration with Counseling, EAC, and SESP on topics such as addressing microaggressions and racism, supporting students with mental health challenges, and putting into practice specific methods to support students with disabilities and learning differences. [ADD EVIDENCE]

[The STEM Center](#) supports student success by ensuring students have access to resources such as [academic tutoring](#), [scholarship opportunities](#), a resource depository for STEM pathways and transfer, a [hub for internships](#) and [work-based learning opportunities](#), as well as a place where students and staff can collaborate and build a community and supportive connection. Through its Peer Instruction (PI) Leader program, the Center ensures equitable outcomes by providing several tutoring services for STEM transferable courses including embedded tutors, drop-in tutoring, and open lab assistance. PI facilitates Academic Excellence Workshops and supports student understanding, and connects students with additional resources for success.

[Mathematics Engineering Science Achievement \(MESA\)](#) is an academic enrichment program which helps educationally underrepresented students excel in math and science and graduate from college with degrees in math-based fields.

[The Skyline College Library](#) serves as a vital hub for teaching, learning, and student success, supporting every department and discipline across Skyline College. As an essential partner in education, it provides equitable access to quality information resources, fosters critical, media, and AI literacy, and creates welcoming spaces for intellectual exploration. The Library plays a key role in preparing students to be engaged global citizens by curating diverse collections, outreach and event programming, offering research support, and ensuring students have access to essential technology. [ADD EVIDENCE of Library announcements of events.]

Partnering with the Institutional Effectiveness Committee, the Library has updated the Information Literacy ISLO and assessment rubric to align with 21st-century needs. The library plays a major role in furthering student mastery of the Information Literacy ISLO, as evidenced by the results of the ISLO Student Survey. [ADD EVIDENCE of SP2025 survey results.] [Add Library role in furthering the Community Engagement ISLO here or in another section.]

Over the past six years, the Library has expanded its impact through initiatives that promote equity, access, and innovation. Leading the very successful [Zero Textbook Cost and Open Educational Resources](#) (ZTC/OER) initiatives at the College. [ZTC/OER](#) effort has helped reduce financial barriers, while embedding librarians into courses has strengthened research and information literacy skills.

The Library also provides technology loans, ensuring students have access to laptops, Wi-Fi hotspots, and other essential tools. Recognizing the growing influence of AI, the Library now integrates AI literacy into its instruction, helping students critically engage with emerging technologies.

Additionally, the Library fosters interdisciplinary collaboration and supports undergraduate research through programs like uSOAR, while mission-driven, social justice-centered programming creates spaces for students to engage with cultural diversity and global issues. As student needs continue to evolve, the Library remains committed to fostering an inclusive, dynamic, and technologically responsive environment that supports academic success, equity, and lifelong learning.

Advising, Support and Student Services

The Transfer Center makes the transfer process easier by providing students with the tools they will need to streamline and make the most of their Skyline College experience. The Transfer Center provides comprehensive transfer services, resources, and events.

Through their [Comprehensive Program Review](#), the Transfer Center generated a goal to increase user rates through multiple outreach and access strategies, including increasing their online presence and accessibility to Transfer Center services by utilizing the new Student Success Link (SSL) and additional technologies to promote transfer success plans, event programming, and regular communication. They generated another goal related to closing the transfer attainment gap after [analyzing disaggregated “Transfer Center Use Rates.”](#) using data from 2017 to 2020. Access to the Transfer Center was generally representative of College demographics, but they identified opportunity gaps that led to a program goal focused on increasing the frequency of use of transfer programming by historically disadvantaged students: specifically for Black/African American, Pacific Islander, Hispanic/Latinx.

Basic Needs and Personal Wellness Services and Resources

Skyline College’s [Sparkpoint Center](#) provides a variety of services, including a community [food pantry, food support, and groceries](#), [temporary housing assistance](#), [financial coaching and budget planning services](#).

While Sparkpoint has long provided services to address students’ basic needs, a [comprehensive student survey](#) administered during the COVID pandemic brought into

sharp relief the need to increase such services. In response, Sparkpoint increased services via the food pantry and just-in-time grocery distributions that they provided during the COVID pandemic, as noted in their [comprehensive program review](#). Now post-COVID, they seek to improve and adjust their services to accommodate the changing needs of students, setting a goal of providing a greater number of students with free groceries during times and modalities that are most convenient for them. A key strategy is to conduct biannual focus groups and administer quarterly surveys for feedback on modality, schedules and the like to inform their efforts.

Skyline College's [Health and Wellness Services](#) offer health care, personal counseling, and [wellness education](#) to support students' overall well-being. Their mission is to cultivate a holistically healthy, safe, and equitable community, ensuring every student has the opportunity to achieve their full health potential.

Personal Counseling led many efforts to support student well-being. Various campus-based trainings and activities for early intervention, and stigma reduction have taken place. Mental health outreach and education training to promote existing resources have taken place through events, presentations, and [workshops](#), and are included in student orientations. The personal counseling team has developed referral pathways to community-based organizations for students with complex behavioral needs that include but are not limited to the County Department of Mental Health and the County Department of Education. Our team provides crisis response, [domestic violence](#), mental health awareness, sexual assault awareness, stigma reduction activities, substance use [prevention](#) and [intervention](#), basic needs, and suicide prevention and intervention. 82 activities in support of these services took place in the last year and served a total of 2,310 participants.

Personal counseling provides culturally competent mental health services and serves an ethnically diverse student population including students who identify as African American, Asian American and Pacific Islander, Latinx/Hispanic, LGBTQIA+, Foster Youth, and Veterans. In-person and telehealth services are available for students. The most in-demand services provided by our personal counseling team are crisis response or referrals, mental health therapy/counseling, and mental health workshops.

In Fall 2024, the Personal Counseling team and SparkPoint Center collaborated to launch a Basic Needs counseling program to provide deeper support and advising to students with complex personal and basic needs, through a transformative case management model. The pilot aims to critically impact and support student retention and persistence, particularly for students experiencing urgent and complex

challenges with housing, income, food, family, and health instability. [ADD EVIDENCE]

2.8 The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Skyline College offers a [wide-range of opportunities](#) that foster students' sense of belonging and effectively support students' unique educational journeys and needs. The College offers a number of contextualized learning communities, mentoring programs, student life and leadership opportunities, and specialized support and resources, and dedicated gathering spaces that are reflective and inclusive of the college's student community. The College assesses student's sense of belonging as part of the [Campus Climate Review](#) administered on a two to three year cycle, with disaggregated [results of the student survey](#) made available through a public interactive dashboard, and improvements in the College's already strong sense of belonging and community incorporated into the [goals and outcome metrics](#) for the College's Education Master Plan.

The [Center for Student Life and Leadership Development](#) is a comprehensive resource center for students interested in creating or participating in campus events, gaining leadership skills and enhancing their overall education experience through participation in extracurricular activities and communities. Full participation in student life at Skyline College can include club membership, attending lectures, forums, and theatrical events, community outreach, and many other worthwhile and exciting activities. The Center offers a diverse range of opportunities to connect and engage across the Skyline College campus. [This Padlet](#) provides a variety of examples of programming, events, and collaborations showcasing the breadth and depth of student passions, interests, advocacy, and engagement on campus.

The [Athletics program](#) at Skyline College is designed to provide an environment which emphasizes critical thinking and skill development while promoting personal growth, discipline, persistence, dedication, and honesty. It relates directly to the College's [Mission, Vision, Values \(M-V-V\) statement](#) by empowering students and building community partnerships through competition and collaboration.

Learning Communities

Learning Communities offer students the opportunity to enroll in a preset group of classes with others who share the same passions, interests, or specific field of study.

Students in Learning Communities take some classes together and work closely with specific faculty and dedicated counselors assigned to their learning community. By connecting college success courses, general education requirements, and relevant, student-focused and thematic curriculum, learning communities increase students' sense of belonging while supporting pathways to earning a degree or certificate.

[Puente Learning Community](#): A two-semester program linking students with a dedicated counselor, an English instructor, community mentors and specialized transfer support, providing students with a contextualized Chicano/Latino learning experience and opportunity to build deep community connections.

[Kababayan Learning Community](#): A transfer and support group relating to the Filipino and Filipino American cultural experience. Using culturally appropriate and relevant texts, the Kababayan instructors, tutors, and mentors generate lively and timely discussions about the students themselves and the community around them, making the students' coursework come alive.

[Center for Innovative Practices through Hip Hop Education & Research \(CIPHER\) Learning Community](#): A hip hop and social justice community that seeks to foster leadership development and creativity both in and out of the classroom. CIPHER strives to reach youth and students through hip hop music, tying their education with topics that are relevant and interesting to their generation.

[UMOJA Learning Community](#): A learning community and transfer support program that focuses on the African American community college experience through the nurturing of knowledge, intellect, academic exploration, cultural, and spiritual identities, gifts, values and practices.

[Engineering & Technology \(ETS\) Learning Community](#): An accelerated cohort program designed to engage and support students in Engineering, Computer Science, and Technology pathways.

[Biology & Chemistry Scholars \(BCS\) Learning Community](#): An accelerated STEM learning community designed to support students in Biology, Biotechnology, Chemistry, and pre-health or pre-medical pathways. Students enrolled in BCS take major-related courses together with their cohort until transfer.

Mentorship

Skyline College provides mentoring support for students in a variety of programs and spaces as a standard best practice to increase students' sense of belonging and empowerment, including through the learning communities listed above and signature success programs covered more comprehensively in 2.7, but in addition to this, the college supports specialized mentoring programs through the following efforts:

[Women's Mentoring and Leadership Academy \(WMLA\)](#): A program that seeks to provide women who take classes at Skyline College with social and academic support via individual, group, and peer mentoring, and through leadership development opportunities.

[Black & Brown Scholars \(BBS\)](#): BBS provides cultural empowerment and support for the retention, completion, and transfer goals of men of color. The BBS community focuses on social and academic support via individual, group, and peer mentoring, and through leadership development opportunities.

[Learning Commons Peer Mentoring Program](#): The Peer Mentoring program provides guidance and mentorship to students seeking development of academic soft skills such as time management or organization, as well as guidance on how to navigate life as a community college student. Each trained Peer Mentor helps with academic coaching, identifying challenges, setting goals, and building skills that support each student's unique needs.

Specialized Programs

Programs offering specialized support, mentorship and increased sense of community for specific student populations:

[Undocumented Community Center \(UCC\)](#) is committed to increasing engagement and awareness surrounding issues that impact the undocumented community by building leadership skills, promoting social justice, and advocating for access and equity within higher education.

[Project Change](#) is designed to build community, on and off campus, that provides social, emotional and academic support for formerly incarcerated and system-impacted students at Skyline College.

[CARE](#) is a sub-program of EOPS for eligible EOPS students who are parents. The CARE program supports parent students with additional over and above services to promote academic and personal success.

[CalWorks](#) program assists continuing or new students receiving TANF/CalWORKs (Cash Aid) benefits with special supports that include academic counseling, priority registration, on-campus work-study opportunities, transportation and educational supplies assistance, and connections to community support.

[Veterans Resource Center](#) provides specialized support, community and assistance to veterans, active-duty service members, National Guard and Reserve members, and their dependents, including specialized academic counseling, assistance with enrollment and VA benefit process, referrals to campus and community resource information and community service resource visits/events (hosted virtually), and more.

[ESL Connect](#) is a program that offers specialized assistance to non-native English speakers with the enrollment process, student success strategies, finding a community, and achieving their educational goals.

[Foster Youth Programs](#) - The Guardian Scholars & Next Up Programs create a network of support that will meet the academic, social, emotional, and financial needs of college-bound students who are transitioning out of the foster care system.

[Educational Access Center](#) provides accommodations, counseling, and support services to students with documented disabilities. The EAC's Assistive Technology Program gives students with disabilities access to computers with adaptive software and hardware and Alternative Media, and [offers courses](#) to help students maximize the effectiveness of these tools.

The [International Student Program](#) provides student support services to F1 international students ([183-232 students per academic year from 2016-2025](#)) including F1 visa guidance, enrollment steps, academic counseling, maintaining their F1 status, building student community, acculturation to the U.S. college environment, and transferring to a 4-year institution.

These efforts maximize the possibility of Skyline students developing deep and meaningful connections on campus, engaging in community building, and fostering connections with peers, faculty and staff that share and support their passions, identities, and interests.

2.9 The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Through [program review](#), Skyline College conducts systematic review and assessment to ensure the quality of its academic, learning support, and student service programs. The [program review process](#) underwent significant changes in [Fall 2020](#) so as to position it to better serve as a vehicle for continuous improvement: situating it under the Institutional Effectiveness [Committee](#) that provides collegial support, transcending silos through iterative and varied opportunities for dialogue, and aligning it with the resource allocation and curricular cycles.

Program review consists of the Comprehensive Program Reviews (CPRs) and Program Review Updates (PRUs). CPRs are conducted every seven years to align with the accreditation cycle and to accommodate the many [instructional](#), learning support and [student service programs](#), while the Program Review Updates (PRUs) take place twice between the seven-year CPR cycle. The PRU is a focused update to the CPR, primarily student learning outcomes assessment and status updates of

program goals. The CPRs and PRUs, in turn, inform the annual division-level Administrative Unit Level Reviews (ALURs), which includes a prioritization of resource requests submitted through the [Annual Resource Request process \(ARR\)](#). Both CPRs and PRUs are submitted in the online Nuventive Improvement Platform, which enables a seamless integration of outcomes assessment results, program data and other supporting documentation for program evaluation.

The CPR is a thorough analysis of the program and its environment so as to arrive at a long-term action plan. Instructional and student service programs have separate program review templates, but both include the same five sections:

- (a) Background: Programs articulate their mission and connections to the College's Mission-Vision-Values.
- (b) Current Status: Programs highlight achievements and external factors impacting them.
- (c) Access: Instructional programs highlight overall as well as disaggregated program enrollment trends, including at the course level for instructional programs, and efforts underway to best support student learning. Student and learning support service programs compare the demographics of students served by the program to either the program-eligible population or the College-wide student demographics to identify and address any instances of disproportionately served student groups.
- (d) Effectiveness: Instructional programs highlight overall as well as disaggregated course success trends, degree attainment trends, outcomes assessment progress and noteworthy results, labor market scans, a student voice component, and efforts underway to best support student learning. Student and learning support service programs typically reflect on learning outcomes assessment results, user survey results, as well as course success, retention and degree and/or transfer achievement data for students served by the program versus an appropriate comparison group identified by the PRIE Office.
- (e) Key Findings and Goals: Insights that rise to the top from the self-evaluation form the basis for the program's long-term goals. Programs indicate how their long-term goals align with the College's Education Master Plan Goals.

Instructional programs such as [Barbering, Cosmetology & Esthetics](#), [Network Engineering Technology](#), and [History](#) are provided data disaggregated by subpopulations and modality to surface and address disproportionate impact, a college goal. The three standard reports are [overall](#) program enrollment and success, [course level enrollment](#) and success, and a [program of study](#) report that tracks

declared majors to completion. One of the two embedded Tableau dashboards is on [overall course success](#), providing an easy means to compare a program's overall course success rate with the College's, and for disaggregating the data, including intersectional analysis such as Latinx females versus males. The second of the two embedded Tableau dashboards is on [degree and certificate attainment](#), which also provides information on the time to the degree and units accumulated. Beyond course outcomes, programs are provided [occupation overview](#) and [program overview](#) labor market Lightcast Reports to ascertain the currency of their program. Analysis of this data at the program level supports the College's goal to increase student success, certificate and degree completion and transfer.

Student service programs such as the [Promise Scholars Program](#) and the [Transfer Center](#) draw from data and other sources that they review regularly, including those required for state and federal reporting purposes, and are supported in disaggregating when possible to reflect on proportional access and success.

Through program review, faculty and staff identify specific goals and strategies, follow-up with resource requests if applicable, and report on progress made toward achieving CPR goals through the PRUs. Examples of improvements and innovations in support of equitable student achievement resulting from CPR include:

- addressing access for underrepresented populations through intentional outreach efforts such as Network Engineering Technology's website that highlights diverse graduates from the program, and the Transfer Center's programming to increase the frequency of use by historically disadvantaged students to close the transfer attainment gap;
- creating new, innovative programs intended to appeal to and support underrepresented populations such as Barbering and the Promise Scholars Program's "Black and Brown Scholars";
- reinforcing relevance of the program through curricular re-design and partnerships with industry/ colleges/ local government and agencies, including Dual Enrollment;
- removing barriers to enrollment, such as enacting Open Educational Resource/ Zero Textbook Cost for program courses.

Program review is a primary vehicle through which discussions about student learning and achievement take place in order to guide program improvement. In addition to dialogues within a given program and their dean, program faculty and staff collaborate with the Institutional Effectiveness Committee (IEC) and the Office of Planning, Research, Innovation and Effectiveness (PRIE). The IEC includes faculty, classified professionals and managers from across the College. IEC [CPR Teams](#), typically two to three IEC members, are trained to be thought partners with CPR

programs undergoing review, which culminates in feedback on the overall draft prior to submission. PRIE assists instructional programs in making meaning from the standard program review reports, and student and learning support service programs to identify and generate relevant data reports, disaggregating as appropriate ([CPR-Email-20240819](#); [StudentServicesCPRReminders-Email-20240215](#)).

Dialogues for instructional program faculty also take place with the Curriculum Committee, instructional designers and librarians. Due to the reconfigured three-semester process, instructional programs are afforded the time to conduct a thorough review of their curriculum in light of what the program and course level data reveal. In the first semester of CPR, program faculty attend an orientation hosted by the Curriculum Committee, which sets the groundwork for the optional Summer Curriculum Institute that is co-hosted by the Curriculum Committee chair(s), instructional designers, and coordinator of institutional effectiveness. [Faculty are trained](#) to review the course outlines of record holistically, for instance making connections between the student learning outcomes and representative assignments, and also in the larger context of the program student learning outcomes. They also become familiar with the curricular review process and deadlines. Through the summer, the curriculum committee chair and instructional designers are available to work 1:1 with faculty. Program faculty also are compensated for up to forty hours over the summer so that they're prepared to take their revised courses through the curriculum review and approval processes in a timely fashion.

College-wide dialogues are facilitated through the annual IEC-hosted CPR Share Outs, which are open to the campus community and intended to transcend programmatic silos. [Share Outs](#) consists of a poster session and panel discussion, offering those undergoing CPR an opportunity to highlight their achievements as well as their challenges and connect with potential collaborators. During the [poster session](#), attendees circulate among and talk with those undergoing program review. The panel discussion includes a series of questions which each program is invited to address, as well as respond to each other's comments.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

Suggested length for Standard 3 is no more than 20 pages.

3.1 The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

Human Resources is organized as a District function per [Board Policy 2.11](#), supporting the needs of all three colleges in the District to hire the most qualified administrators, faculty, and classified professionals to operate its programs and services. Human Resources works closely with each college to ensure [qualified personnel](#) at all levels to support the institutional [Mission, Vision and Values](#) (M-V-V), including a steadfast commitment to equity and diversity. The District Human Resources department reviews overall policies and procedures for hiring on a continuing basis.

The mechanism for identifying staffing needs and completing the necessary review and approval processes takes place through the College's [Integrated Planning and Resource Allocation Model](#). The model is guided by the College M-V-V and the [Education Master Plan](#), and involves participatory governance structures at every step. This allows the College to evaluate institutional needs and capacity and determine availability of resources prior to deciding what positions are needed to best serve students.

The College adheres to hiring policies and procedures that ensure that recruitment and hiring processes result in the employment of individuals who have the appropriate education, training, and experience to meet job performance expectations and standards. Following the [College's and District's approval process for filling a new or vacant position](#), Human Resources works closely with the hiring manager to draft a position announcement detailing the qualifications for the position.

Developed through the participatory governance process, District hiring policies and selection procedures for [faculty, classified, and administrative staff](#), [College](#)

[President](#), and [District Chancellor](#) are available on the District website and provided to all screening committees. In addition, a representative from Human Resources provides an initial orientation to all members of the hiring committee and serves as a resource for screening committees to oversee the recruitment, screening, and interview processes, ensuring that processes comply with all applicable laws and regulations, as well as Board policy and District procedure.

The District demonstrates an understanding and concern for equity and diversity through [Board Policy 2.20](#), the establishment of an [Equal Employment Opportunity Advisory Committee](#), policies and practices it has institutionalized such as the [Equal Employment Opportunity Plan](#), and the [Board Affirmation and Commitment to Social Justice](#). The “Who We Want” statement included in every advertised position asks that the applicant demonstrate cultural competence, sensitivity to, and understanding of the diverse academic, socioeconomic, ethnic, neurodivergent, and LGBTQIA+ backgrounds of community college students, faculty, and staff.

Operationally, employees serving on a hiring screening committee complete specific equity and diversity training required every three years. This [training for all members of screening committees](#) promotes an understanding of equity and diversity.

For all positions, a screening committee closely reviews the position announcement to ensure that the process identifies candidates who are qualified by appropriate education, training and experience. Prior to the review of applications, training is provided to screening committee members about the proper policies and procedures. The [screening committee training](#) includes written information on what is expected of committee members, education about the potential for unconscious bias, development of a rating form of key response elements (KRE’s) for screening applicants and the finalization of interview questions.

All full-time faculty, adjunct instructors, and academic administrators are required to meet the published [Minimum Qualifications for Faculty and Administrators](#) in California Community Colleges and Title V regulation or possess equivalent qualifications. In addition to the stated requirements for the position, the position announcement also lists desirable skills that applicants are asked to address in a cover letter.

The district utilizes an online [applicant tracking system](#), which requires applicants to answer specific questions to demonstrate that they meet the requirements for the position. The screening committee is responsible for reviewing transcripts and other supporting documentation to verify that minimum qualifications have been met or equivalency to minimum qualifications is granted in accordance with [Administrative Procedure 3.05.1](#). Upon the selection of the final candidate, the Office of Human Resources provides secondary verification by reviewing official transcripts and

employment verifications. Verifications for adjunct instructor hires are completed by the dean of the division.

3.2 The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

As set forth in [Board Policy 2.11](#) the Board recognizes that the district's most valuable resource is its personnel and, therefore, the district provides appropriate group and individual development and training opportunities for employees on a continuing basis. The District has established a [professional development academy](#) that provides professional development opportunities for all faculty and staff on topics such as Success in the Workplace, Office Technology, Health & Mindfulness, and Leadership. The Director of Human Resources regularly communicates to employees about workshops available through the Academy. Additionally, the District organizes required training on topics including, but not limited to Unconscious Bias, Workplace Violence Prevention Plan and Title IX.

The Board of Trustees also supports two initiatives designed to support Professional Development related to equity and social justice. First, The Museum of Tolerance (MOT) is a leading provider of transformational workplace learning and leadership development. The District sends a team of up to thirty individuals each year to participate in the [Tool for Tolerance training](#). Second, the San Mateo County Community College District has sent a delegation each year since 2022 to the [National Conference on Race and Ethnicity](#).

Flex Days

Flex Day programming, coordinated by the CTTL, is robust and provides training for faculty and classified professionals in categories related to educational services, equity and diversity, technology use, and closing student achievement gaps. The [scheduling of Flex Day](#) activities is coordinated either through the District, the College, CTTL, Academic Senate or Classified Senate, and are offered in a variety of modalities. Flex Day sessions are individually evaluated via participant surveys to ensure that offerings are meaningful and relevant in meeting institutional and employee needs.

Additional campus-wide professional development opportunities are available to faculty, classified professionals, and administrators, including:

Faculty Professional Development

At Skyline College, faculty professional learning opportunities are coordinated by the [Center for Transformative Teaching and Learning](#). This includes not only campus Flex Days but also a range of PD opportunities related to areas such as, instructional technology, instructional design, distance education, equity coaching and OER/ZTC. CTTL professional development can be completed through individual consultations, flex workshops or events. Equity oriented [workshops and resources](#) are offered in various formats such as asynchronous [microcourses](#) on culturally responsive teaching, flex days, individual [equity coaching](#), online [Zero Textbook Cost resources](#). Participants are typically surveyed at the conclusion of each event or workshop to obtain feedback used to assess offerings and plan future professional development programs.

Additionally, per Article 13 of the [San Mateo Community College Federation of Teachers Local 1493 contract](#), SMCCCD supports an Academic Employee Professional Development Program funded at the level of one percent of the District budget for regular regular and third- and fourth-year tenure track academic employees. Options include conference attendance; short-term projects of 3-weeks or less; long-term projects up to a full semester; and extended leaves for an academic year. The extended leave opportunities allow time for advanced formal coursework, independent study, work experience, programs of study and/or research.

Classified Professional Development

Skyline College recognizes that the quality of its educational offerings is enhanced by the professional development of its employees. The Classified Staff Development Program provides funding for classified professionals to further their education and attend conferences. One of the main criteria for approving funding is the relevance of the training to the mission of the College and to the job requirements of the applicant.

Permanent classified employees are eligible to participate in professional development opportunities. Classified professionals are afforded regular professional development opportunities hosted by the CTTL, including equity and access oriented workshops ([CTTL-ProfessionalDevelopmentWorkshops-2025](#); [CTTL-FlexDayEquityWorkshops-2021](#); [CTTL-FlexDayEquityWorkshops-2022](#); [CTTL-FlexDayEquityWorkshops-2023](#)). In addition, employees may request a maximum of \$1,000 per year for conference/workshop/training of their choice. Employees may also apply for up to a maximum of \$1,400 per fiscal year for tuition reimbursement. All information and forms related to [classified staff professional development](#) are located at the CTTL webpage and listed under Classified PD.

Administrator Professional Development

Application for Administrative Professional Development mirrors what is available for Classified employees. Management training often occurs in the area of expertise of the individual and in relationship to the needs of the institution. The District and College also hold monthly meetings for all managers. These meetings cover a variety of professional development topics, including but not limited to:

- How to confront an employee with a potential substance abuse issue;
- Managing the marginal employee;
- Recruitment and human resources issues;
- Sexual harassment training; and,
- Use of independent contractors and short-term substitutes.

3.3 The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Skyline College evaluates employees in all constituent groups at regular intervals as specified in [Administrative Procedure 2.09.1](#) and in respective collective bargaining agreements. [Evaluation procedures](#) vary by employee group, and evaluation forms for the different types of employees are published on SMCCCD's Human Resources website. All comprehensive performance evaluations include discussion between supervisor and/or evaluation committee and the employee regarding job performance strengths, expectations, and areas where improvement may be needed. The District monitors completion of management and classified professional evaluations. The completion of faculty evaluations is monitored through each division office and is overseen by the Vice President of Instruction and Vice President of Student Services at the College.

Evaluation of faculty is specified in [Board Policy 3.20](#) and collectively bargained with the San Mateo Community College Federation of Teachers, Local 1493, AFT, AFL-CIO. The procedures for faculty evaluations are outlined in [Appendix G of the contract](#) and the [required forms](#) are posted on the SMCCCD website. These procedures differ based on tenure status (tenured, tenure-track, or adjunct) and involve student questionnaires, self-assessments, portfolio reviews, and classroom observations. An Evaluation Committee reviews all evaluation materials and rates the professional performance of the faculty member. The Skyline College Office of

Instruction provides a [Faculty Evaluation Procedures](#) presentation to orient faculty to the evaluation process.

Classified professionals, including confidential and classified supervisory employees, are evaluated by their supervisors as specified in [Board Policy 5.66](#). Evaluations are conducted on an annual basis. However, a permanent employee that has two consecutive “meets expectations” or better evaluations is evaluated biennially. Evaluations are conducted using the [Performance Evaluation Form](#). This form uses criteria such as the quality and quantity of work performed, success at meeting responsibilities, and personal qualities such as communication skills and work habits to assess performance in professional responsibilities aligned with the College’s mission and goals.

Academic Supervisors and Administrators are evaluated by their supervisors as specified in [Board Policy 5.16](#) and [Board Policy 5.26](#) and the [documented procedures](#). An employee who has satisfactorily completed the first two (2) years of service as an Academic Supervisor and Administrator shall be evaluated every other year, alternating between Regular and Comprehensive Evaluations. Employees who receive a less than satisfactory evaluation will be subject to Comprehensive Evaluations on an annual basis until they receive two consecutive satisfactory ratings and then they will resume an every-other-year evaluation cycle. Evaluations are conducted using the probationary, standard or comprehensive [forms available on the Human Resources website](#). Key performance indicators include: leadership, management, job knowledge, communication, collaboration, innovation and integrity. The comprehensive evaluation entails the same components as the standard evaluation, plus a component incorporating peer feedback and a self-assessment by the evaluated administrator. Goals, objectives, and key performance indicators are aligned and assessed in alignment with the College’s M-V-V and goals.

3.4 The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Skyline College is one of three colleges within the San Mateo County Community College District (SMCCCD). Fiscal policies and procedures are codified as Board Policies and Administrative Procedures to guide effective management of fiscal affairs in a manner that develops, maintains and enhances Skyline College’s services and operations. Skyline College complies with established policy and procedure, regulations, and accepted accounting practices in managing its

assets, cash, revenues and expenses as specified in [Administrative Procedure 8.00.1](#); and [Administrative Procedure 8.11.1](#).

The District employs the California Community Colleges Sound Fiscal Management Self-Assessment Checklist, included in the [supplemental section of the annual adopted budget](#), as a benchmark to gauge long-term and short-term financial sustainability. [Annual third-party audits](#) document the district's adherence to prudent financial management standards, and audit results are presented to the Board of Trustees ([Items 14.5-15.8](#)) and are posted on the district website. Over the last three years, the district's annual audits have been unqualified with one material finding related to the 50% law and no audit adjustments. The District uses a revenue-sharing [resource allocation model](#) to determine funding levels at the [respective](#) College sites.

As part of its commitment to fiscal sustainability, Skyline College's [Education Master Plan](#) (EMP) aligns with the District Strategic Plan and includes Strategic Goal 6, which emphasizes fiscal stability as a means to uphold the College's mission and effective use of fiscal resources in accordance with maintaining public trust. Skyline College's financial resources effectively support learning programs and institutional effectiveness. In fiscal year (FY) 2023-2024, more than 17,000 students attended the College, generating 6,328 FTES which was an increase of 9.5% and 15% respectively, as shown in the Budget 101 SPARC presentation ([slide 4](#)). The College's overall [Board-adopted expenditure budget for FY 2024-2025](#) totaled \$93,732,412, comprising the general unrestricted funds of \$65,359,054, and restricted funds of \$29,378,358. This budget provides for the general operating expenses of the institution. Personnel costs are anticipated to comprise 91.6% of the College's [Unrestricted General Fund](#) budget, and the remaining 8.4% is allocated for supplies, materials, other operating costs and capital expense. The cost of facilities maintenance, utilities, public safety and other capitalized asset costs are managed and funded directly by the District Office and allocated by site as part of the full-absorption budget, as shown in the [Adopted Budget, pp 84-85](#). Restricted fund accounts record specially funded federal, state or local grants, which are executed according to contractually-defined specific aims. As an example, the [Skyline College Promise Scholars Program](#) (PSP) combines funding originating from the State of California (via AB19), the SMCCCD Foundation, San Mateo County funds and unrestricted sources to provide programming for student completion and success. The acceptance of externally funded special projects and programs is governed by [Board Policy 6.30](#). Prior to application, College leadership evaluates [grant objectives and guidelines](#) to ensure that activities are aligned with the College Mission-Vision-Values.

As a community-supported “basic aid” district, local property tax revenues exceed the eligibility threshold for state general apportionment. The Education Protection Account from Proposition 55, Lottery funds from Proposition 20, proceeds from the dissolution of California Redevelopment Agencies, and interest income are important additional sources of financial support. An example of using community-supported status to promote equitable achievement of student success was the implementation of the SMCCCD [Free College Initiative](#) with the adoption of [Senate Bill 893](#). SB 893 permits SMCCCD to use existing local revenues (in the district’s unrestricted general fund) to reduce educational costs for students. The Bill requires reporting to the California Community Colleges Chancellor’s Office, the California Department of Finance, and the appropriate committees of the State legislature on how the District has used local unrestricted general funds to implement the California College Promise to assist students with total cost of attendance. The District also reports on fiscal impact and demographic information on the students served under the bill. The [District Committee on Budget and Finance](#) is a subcommittee of the District Participatory Governance Council. Its [main purpose](#) is to focus on budget planning. The Committee meets monthly between September and May and members receive regular updates on State and District budget and finance issues.

The Skyline College [Strategic Planning and Allocation of Resources Committee](#) (SPARC) is a participatory governance committee that coordinates, integrates and communicates college-wide budget planning with particular focus on Unrestricted Sources. SPARC is responsible for recommending an annual budget to the [College Governance Council \(pp 7-19\)](#) and the College President in accordance with the [Integrated Planning and Resource Allocation Model](#) and [Integrated Planning and Resource calendar](#). Restricted and one-time fund budgets are managed by each respective program.

The College’s [integrated planning process](#) provides all programs the opportunity to request fiscal resources, facility, maintenance, staffing, resource and equipment needs as part of the [program review](#) process. These planning activities are aligned with our Full-Time Faculty Committee (FTEFAC) and Classified / Administrative Request processes to create a year-round [calendar of planning](#), assessment and resource request activities. These plans provide the framework for all resource requests, including facility and equipment resource allocation decisions.

The distribution of resources through the district resource allocation model and college resource and planning processes support the development, maintenance, allocation, and reallocation of resources to enhance programs and services. These

participatory governance processes enable the College to maintain a fiscally balanced budget while maximizing transparency of resource allocation.

3.5 The institution’s mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

The [Skyline College Mission, Vision and Values \(MVV\) Statement](#) guides decisions and prioritization for financial planning, and ensures that financial planning is integrated with institutional planning in a fundamental way. The [Education Master Plan](#) provides key strategic direction for College goals, while the [Integrated Planning process](#) incorporates all College and District plans into a structure that comprehensively aligns goals and strategies with our M-V-V.

[Program Review](#) is a self-evaluation process by which program faculty and staff assess alignment with the College M-V-V, consider changes to the environment in which their program exists, and develop strategies to enhance program effectiveness. Skyline College uses three different instruments in an ongoing cycle of program review: [Comprehensive Program Review](#), [Program Review Update](#), and [Administrative Leadership Unit Review](#). These planning activities are aligned with our [Full-Time Equivalent Faculty Allocation Committee](#) (FTEFAC) and [Classified/Administrative Request](#) and Annual Resource Request (ARR) processes to create an [integrated year round calendar](#) of planning, assessment and resource request activities. Reporting on funding decisions are shared at the division level and at [College Governance Council](#), which holds monthly meetings which are open to the public.

The College adheres to policies and procedures that ensure sound business practices and financial stability. The Vice President of Administrative Services, College Business Officer and Finance and Operations Manager work closely with College administrators and the [Strategic Planning and Allocation of Resources Committee](#) by reviewing reports, comparing expenditures to budget, and providing information and training about current and future year budgets and scenarios that impact college finances.

Permanent payroll (“position control”) comprises 69.6% of the total institution unrestricted expenditure budget ([Budget 101, pp 10](#)). Position control reports are monitored throughout the fiscal year for correctness by the business office as well as at the division level. Non-position control costs (E.g., hourly employees, supplies, travel, meals, contracts) are monitored regularly by the business office and by the

dean at the division level. Detailed financial information is available through Banner enterprise resource system and WebSMART information system. The College Business Officer and Finance Operations Manager provides regular [financial reports, oversight and training resources](#) for division budget administrators.

The SMCCCD Executive Vice Chancellor in conjunction with the Chief Financial Officer (CFO) provides regular budget information to the Board of Trustees, including timely updates that apprise the Board at all stages of the [Tentative](#) and [Adopted](#) budget planning cycles. The Board approves the [annual budget \(Item 12.3\)](#), quarterly reports and [external audit reports \(Items 14.5-14.8\)](#) in an open public session. Senior leadership and decision-makers from each college regularly attend board meetings, and all information presented to the Board is [publicly available](#).

The College President and Administration regularly present enrollment, instructional, financial and operational information to [key constituencies and decision-making bodies](#) through the governance processes, committees, working groups, and general communications. All SPARC [agendas and minutes](#) are posted to the SPARC website.

College financial practices are designed to limit the risk of erroneous, fraudulent, or imprudent expenditures. The workflows for requisitions, expenditures, contracts and procurement card transactions require *prior* approvals from division administrators, the College Business Officer, and when above specific dollar-defined thresholds, from the Vice President. Similar permission frameworks are followed for budget transfers, expense reimbursements, independent contracts, and petty cash transactions. The effectiveness of these financial controls is demonstrated in the [district annual audit report](#).

The District has established clearly defined policies and procedures for transparent financial planning in budget development and provide constituent groups with opportunity to participate through the participatory governance process.

As a community-supported “Basic Aid” District, general unrestricted revenue has been relatively stable. The District Resource Allocation Model is designed to be simple, predictable and stable, and be in accordance with the District’s mission and goals. The [Resource Allocation Model \(Pp 82-83\)](#) also has built-in adjustments for cost increases due to inflation, facilities funding as square footage changes, compensation and benefit adjustments, and district wide initiatives and needs such SB 893 and Scheduled Maintenance.

District estimates of revenues from property taxes which include one-time and continuing funds from redevelopment agencies are equally pivotal. Thus, the College budget weighs current impact with prudence to ensure that resources are adequate for permanent commitments, such as position control, not only in a given fiscal year

but also sustainable for a future, continuing steady-state. Consistent with District guidance, the College operating budget includes funding for emergencies and contingencies.

[The District Committee on Budget & Finance](#) is a District-wide participatory governance committee with representation from all constituencies at the three colleges. [Members are charged](#) with reviewing the district general fund budget, state budget, revenue projections, budget assumptions and the resource allocation for the district's tentative and final adopted budgets along with the district's annual budget and planning calendar. DCBF makes recommendations to the District Chancellor and the Board of Trustees on resource allocation policies and budget processes. The committee receives information concerning enrollment, ongoing commitments, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities. The committee meets regularly on zoom during the fall and spring semesters ([Adopted Budget, Pp 14](#)). Meeting minutes, agendas, and reports are posted on the [DCBF](#) website.

At the college level, [SPARC](#) and the [College Governance Council](#) are broad-based committees with members who have been appointed by the various campus constituencies including faculty, staff, managers and students. In addition to public committee websites, the committee members report information to their constituency group and members of the relevant constituencies return input to be considered or acted upon by the committees.

Based on available funding, SPARC recommends to the College Governance Council (CGC), which then recommends to the College President, an unrestricted fund budget which may include the number of new faculty, classified staff and administrator positions along with programmatic increases that can be funded during the year. SPARC aims to recommend a budget that is stable enough to allow for funding positions, programs and services while also accounting for unanticipated changes in local funding or reductions in state or grant supported programs. As such, the committee takes a prudent approach, consistent with District practice, to increased spending within budgeted limits. This has been especially helpful emerging from the COVID 19 pandemic as traditional spending patterns were upended and have gradually stabilized, providing a clearer picture on which to base future assumptions.

A prime example of this prudence and how it is integrated into planning and resource allocation is Strategic Goal Number Six of the [Skyline College Educational Master Plan](#) related to Fiscal Stability. The goal has several outcome [metrics](#), one of which deals with [efficiency and productivity](#) related to the offering of full-time equivalent faculty (FTEF) and the generation of full-time equivalent students (FTES). The

College budgets on an assumed load of 500 (16.7-1 FTEF / FTES ratio) and successfully exceeded that mark in FY 24 while enjoying a 15.76% increase in FTES.

The College budget is an accurate reflection of institutional spending and reflects the appropriate allocation of resources to support student learning programs and services in accordance with the MVV. The budget and planning development process allows representative stakeholders from all constituencies to participate.

3.6 The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

The College and District assure the financial integrity and responsible use of financial resources through an internal control structure that has appropriate control mechanisms and by widely disseminating dependable and timely information for sound financial decision making that sustains institutional and district mission fulfillment. Financial management practices are evaluated routinely and the results are used to improve internal control systems.

The District-wide [College Internal Audit Group](#) (CIAG) monitors internal controls on the District fiscal processes, such as Banner information access, procurement card usage, cash handling processes, and equipment inventory control. In addition to the CIAG, the District recently created the Performance Audit Unit (PAU), which is staffed by a newly hired performance auditor. At the [August 28, 2024 Board Meeting \(Pp 5\)](#), the Board approved [Board Policy](#) and [Administrative Procedure 6401](#), outlining the authority and scope of the performance audit function and providing standards and guidelines for the PAU. The AP authorizes the performance auditor to provide the Board and the Chancellor with an independent assessment of the quality of the district's internal controls and administrative processes. It further authorizes the performance auditor to make recommendations to the Board and the Chancellor for the purpose of ongoing and continuous improvement. An example of the audit function in action was at the May 22, 2024 Board of Trustees meeting where the FY24/25 [Performance Audit Plan](#) was approved and included a Vendors Audit. The [Vendor Management Audit](#) was presented and approved at the October 23, 2024 Board of Trustees meeting.

Responsible and appropriate use of financial resources is ensured through a variety of internal control mechanisms at the district and campus level as well. The Board of Trustees reviews a variety of financial reports on operations throughout the year to evaluate fiscal outcomes. Quarterly and mid-year reports for district, auxiliary, and other functions appear regularly on [board agendas \(Items 13.1-13.2\)](#). The Banner enterprise resource system encompasses the Student, Human Resources, Payroll,

Financial Aid and Finance modules. Banner Finance records transactions continuously, thus providing up-to-date data on demand that may serve as a guide to sound decision making. Organizational administrators, program managers and staff have access via [WebSMART](#) and [Banner](#) systems to run reports that provide timely and accurate data for financial management. The College Office of Administrative Services also provides reports on program financial data to enable review of expenditures and budget. The [College Office of Administrative Services](#) approves all journal entries and requisitions. Managers review and approve monthly procurement card expenditures, reimbursements, [personnel requisition forms \(PRF\)](#), [personnel action forms \(PAF\)](#), journals and requisitions for their areas of responsibility.

All Banner modules have multiple internal control mechanisms such as user IDs and passwords that allow secure system data access and assure the responsible and appropriate use of the College's fiscal resources. The College Office of Administrative Services evaluates requests for Banner access, and the district updates the system.

The Banner Finance requisition system will flag accounts with insufficient funds, requiring further action prior to purchase. Budget transfers require approval of the appropriate department administrator and the College Business Officer before going through approval at the district level. Capitalized equipment is tagged and inventoried upon purchase. A physical audit is conducted annually at each site and records updated accordingly by [District General Services](#).

Personnel changes are updated regularly during the course of the fiscal year. Organization administrators review position control for permanent positions during the budget development process. Any changes after the final budget is adopted is accomplished through the [Personnel Requisition Form and / or Personnel Action Form](#) processes and submitted for appropriate College approvals and further action by District Human Resources and Payroll departments, as needed.

The district also engages the services of independent external auditors to conduct [annual audits](#) during which internal control processes are evaluated. District and College staff use findings, commendations and recommendations for areas of improvement from audits to further strengthen and improve existing internal control processes and implement new ones. The annual audit report is available on the [District website](#).

The annual external audit evaluates internal controls to ascertain compliance with generally accepted accounting principles, California Education Code, California Code of Regulations, Title 5, and the Contracted District Audit Manual. Financial management processes are reviewed after each audit to identify areas where improvement can be made. The audit examines the District's and College's financial management processes and provides, when necessary, recommendations to

strengthen and improve the institution's financial processes, internal controls, and accountability. Bond expenditures are regularly reviewed and are consistent with regulatory and legal restrictions.

Special fund expenditures, such as grant and categorical funds, are made according to the [strict guidelines](#) of the project as authorized by the funding agency. The College provides processes, guidelines, and support to ensure project managers expend funds in a manner consistent with the intent and requirements of the funding source.

The District and College response to external audit findings is comprehensive, timely and communicated appropriately. The annual independent audit of the district includes all financial records of the district, including all District funds, student financial aid, bookstore, and Associated Students funds. The independent auditor presents the annual audit report, including findings and management's response, to the Board of Trustees. At the December 11, 2024 SMCCCD Board of Trustees (SMCCDBOT) meeting ([Items 14.5-14.8](#)), the receipt and acceptance of five separate audits was approved by the Board. The only material finding is related to Education Code 84362 commonly known as the "50%" law. No findings or recommendations were cited regarding the financial management of grants or special funds.

The district closely monitors spending and the requirements of the 50% Law and proactively evaluates resources and spending options designed to address the gap from compliance. Recent allocation decisions demonstrate the district's commitment to reducing the compliance gap with direct investment in instruction. In 2020-21, the District allocated \$700K in on-going funds to convert part-time faculty to full-time faculty as follows: four teaching faculty at Skyline College, three teaching faculty at the College of San Mateo, and three teaching faculty at Cañada College and an additional \$600K to increase part-time faculty parity for a total of \$1.5 million. In FY 2022-23, the district allocated \$1.5 million to increase part-time faculty parity. In FY 2022-23, the State provided \$1.5 million to increase the number of full-time faculty. In addition to the aforementioned, the district has defined part-time faculty parity as 85% of full-time faculty compensation and is committed to achieving this goal over time. The District and AFT entered an MOU under which the district placed instructional faculty on a schedule that included the same number of columns and steps that appear on the regular salary schedule. The District also negotiated cost of living increases of 7%, 5% and 3% for full time certificated employees for three years: 2022-23, 2023-24, and 2024-25, respectively, as well as, cost of living increases for instructional adjuncts on qualified schedules as follows: 9.5%, 7.5%, 5.5%. During the same period, The District will continue monitoring the issue of 50% law [compliance](#) as

new ongoing funding is identified and approved to bring the District closer to compliance with the law.

3.7 The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

As part of the SMCCCD District, Skyline College complies with established policy and procedure, regulations, and accepted accounting practices in managing its assets, cash, revenues and expenses as specified in [Administrative Procedure 8.00.1](#) and [Administrative Procedure 8.11.1](#). The District employs the California Community Colleges Sound Fiscal Management [Self-Assessment Checklist \(Pp 88-92\)](#), included in the supplemental section of the annual adopted budget, as a benchmark to gauge long-term and short-term financial sustainability. Annual independent external audits document the district's adherence to prudent financial management standards and audit results are presented to the Board of Trustees ([Board Agenda, Items 14.5-14.8](#)) and are posted on the [District website](#).

The District annually provides the College with three-year projections to facilitate short-term and long-term planning and are part of the [Resource Allocation Model](#). Beginning with 2018/19, the District reached its goal of setting aside 15% reserves. Effective 2024/25, the District adopts budgets that maintain and continues to plan to maintain a reserve to satisfy two months of operational expenses per the State Chancellor's Office recommendation, which is buttressed by best business practices as adopted by GFOA ([Adopted Budget, Pp 12-13](#)). The District conservatively budgets to include reserves for budget contingency, emergency response, and cash flow. The contingency reserve is not a budgeted line item as there is no intention to expend these funds except in an emergency.

At the college level, the [Strategic Planning and Resource Allocation Committee](#) based on available funding, recommends to the [College Governance Council](#) and President an unrestricted fund budget. The committee aims to recommend a budget that is stable enough to allow for funding positions, programs and services and account also for unforeseen or unanticipated changes in local funding or reductions in state or grant supported programs. As such, the committee takes a prudent approach, consistent with district practice, in growing spending up to budgeted limits. SPARC (The college) recommends budgets in alignment ([Adopted Budget, Slide 4](#)) and with the principles supported by the Board of Trustees ([CGC Agenda, Pp 11](#)). The College considers other short- and long-term liabilities such as faculty unity banking, compensated absences, and instructional equipment upgrade and replacement during its budgeting process.

The district monitors risk regularly to ensure appropriate levels of insurance coverage. The district insurance coverage includes employee, property, casualty, and liability insurance in accordance with the responsibility to protect College assets from losses that would place the College at fiscal risk ([Adopted Budget, Pp 20-21](#)). In addition, the district has a state-approved self-insured workers' compensation program that is re-insured beyond actuarial defined annual limits.

Areas where the district provides leadership in planning to meet major long-term needs and priorities are retiree health benefit liability and capital improvements. In 2009, the district established an irrevocable trust, the Futuris Other Post-Employment Benefits (OPEB) Trust. The trust is overseen by a [Retirement Board of Authority](#) appointed by the San Mateo County Community College Board of Trustees. Establishing the trust and the covenants does not obligate the district to place funds in the trust, and funds may be disbursed from the trust for any retiree benefit expense. This tends to lessen the restrictive aspects of the trust and continues to allow for cash management flexibility. The trust enables the district to invest in longer-term investments and receive a better return, which in turn reduces the district's unfunded liability over time. The district contracted with Total Compensation Services for an actuarial valuation as of June 30, 2024, of retiree health liabilities in compliance with GASB Statements 74 and 75. The updated study determined an OPEB liability of \$127.8 million with assets of \$150.3 million (or 17.6% "over-funded") – ([Adopted Budget, Pp 36](#)). In 2014, San Mateo County voters approved a \$386 million general obligation bond [Measure H](#) for the repair, upgrade, and new construction of facilities at all three colleges in the district. Measure H projects were identified through the planning process and selected using a comprehensive campus-wide evaluation of existing facilities and projected program needs based on the [SMCCCD Facilities Master Plan](#). Oversight of Measure H funds are governed by the [Measure H Bond Oversight Committee](#). As Measure H funds are being depleted, the San Mateo County Community College Board of Trustees directed staff to investigate potential short, medium and long-term strategies to address on-going capital and scheduled maintenance needs throughout the district ([Board Minutes, Item 12.1](#)).

In accordance with [Board Policy 8.07](#), the district regularly assesses and allocates appropriate resources for the repayment of locally incurred debt. The district uses a debt service fund to account for the accumulation of resources for, and the payment of, general long-term debt. Revenue to this fund comes from the ad valorem taxes to pay the debt service associated with general obligation bonds. The Debt Service Fund budget for 2024-25, totals \$65,960,519 ([Adopted Budget, Pp 53](#)), which includes debt reduction principal and interest payments, which is offset by an estimated income of the same amount. The net beginning balance of the Debt Service Fund is \$67,951,294. A table in the supplemental portion of the 2024-2025

Adopted Budget illustrates the long-term debt service of the district ([Adopted Budget, Pp 94](#)).

The district's financial standing continues to be strong and stable. Since the District achieved community-supported (i.e., basic-aid) status, it has not received general apportionment (Student Centered Funding Formula or SCFF) payments from the State. Many years ago, Tax Revenue Anticipation Notes (TRANs) were employed to assist the district with external short-term borrowing to ensure that the district maintained adequate cash balances to avoid cash flow disruption; however, the district's favorable financial position currently negates the need to issue a TRANs. Annually, staff requests that the Board of Trustees adopt a [resolution](#) authorizing the District the ability to internally borrow up to \$25 million from the non-bond cash in the Capital Outlay Fund for no longer than a six-month period to mitigate any cash shortfalls in the Unrestricted General Fund during the fall pending receipt of the aforementioned first annual influx of property taxes in December. This request for interfund borrowing has been ongoing for the past several years ([Board Minutes, Item 12.1](#)). District administration is closely monitoring changes to assessed valuation for 2025-26 in relation to [district cash flow \(Pp 12\)](#) to ascertain if short-term borrowing will be required in 2025-26; however, this requirement is highly unlikely.

3.8 The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Skyline College's physical resources, which include a campus of 105-acres bounded by residential developments and the Golden Gate National Recreation Area, plus a leased off-campus site for the [Bay Area Entrepreneur Center \(BAEC\)](#) located in San Bruno, provide the space necessary to effectively support sustain programs and services designed to fulfill the College mission. The building core of the [campus](#) covers 22 acres, and campus infrastructure includes 27 buildings, athletics and recreational facilities and 19 parking lots.

The San Mateo County Community College District (SMCCCD) has a [centralized structure](#) supporting the planning, construction, and maintenance of physical resources. Facilities, maintenance, and operations staff support the College by ensuring access, safety, security, and an optimal environment for learning and working. [District Board Policy 6.80, 8.13](#), and [Administrative Procedure 8.13.1](#) provides the directive and structure that ensures all College activities both on and off-campus are safe, sufficient and secure.

Construction and Improvement

The Skyline College [Facilities Master Plan \(Pp 79-133\)](#) contained within the District Facilities Master Plan aligns with the College M-V-V and the [Skyline College Educational Master Plan](#) to provide the framework for facility and equipment resource allocation decisions. A number of facility upgrades, renovations and construction have been completed or are ongoing since our last accreditation cycle utilizing this planning process including, but not limited to, Building 12- Environmental Science (New Construction), Building 7-STEM Center (New Construction), Building 3- Portables 3A-3F (Replacements), College Ridge Employee Housing (New Construction), American Rescue Plan Classroom Technology Upgrades (Renovation), Building 1-Facelift (Renovation), Building 19-Swing Space Construction (Renovation) and Building 2 – Center for Workforce Development and Economic Prosperity (Renovation) These projects received federal and state funding but were primarily financed through [Measure H](#). In 2014, San Mateo County voters approved a \$386 million general obligation bond Measure H for the repair, upgrade, and new construction of facilities at all three colleges in the district. Details regarding Measure H projects can be found on the [district website](#).

Through the integrated planning process, the College identified facility needs not fully addressed through the Measure H bond. Two capital construction projects, the modernization of Building 1 and Building 5, along with our current Building 2 renovation (Center for Workforce Development and Economic Prosperity) were submitted as part of the [five-year state capital construction program](#). As the College awaits approval for state funding on these projects, facility needs have been addressed using scheduled maintenance and other local funding sources. Those projects include, but are not limited to, Distributed Antenna System (DAS-New Construction), Outdoor Athletic Facilities – Fields, Courts, Track, Cages and Fencing (Renovation) and Boiler / Flue Plant (Repair).

The SMCCCD Facilities Planning, Maintenance, and Operations Department submits a Facilities Assessment Report as required to the State every three years as part of the overall assessment and evaluation of all District facility use [ADD EVIDENCE]. The District also submits an annual Scheduled Maintenance Report to the State, identifying the College's needs for scheduled maintenance and requesting state [funds for prioritized projects](#).

[Facilities Project requests](#) are made through the facilities website and are part of the [integrated planning process](#). Project requests that require campus funding are discussed at twice monthly [Capital Improvement Program \(CIP\)](#) meetings that involve

district staff and campus leadership in reviewing the status of all campus facility work and construction work ([CIP-Agenda-20241125](#)).

Maintenance and Safety

Instructional and student support program needs are the primary consideration when assessing facility needs. The College relies on quantitative and qualitative measures in determining the quality of physical resources in achieving institutional effectiveness and producing desired learning outcomes.

The District Facilities Planning, Maintenance, and Operations team maintains and monitors all College facilities. While this is a District-provided function, [facilities staff](#), including the facilities manager, are assigned to the college site. For ongoing facility maintenance, the district follows established [facilities services levels](#) for custodial, engineering and grounds as documented on the district website. All College facilities are maintained using [APPA benchmarks](#). Monthly quality assurance inspections for preventive maintenance are conducted and any issues identified are addressed.

The Facilities Department is also responsible for the maintenance and operations of campus facilities and grounds. Off-campus locations where business is conducted regularly are also assessed and maintained to ensure facilities and equipment are in good working order per established agreement, such as the [Bay Area Entrepreneur Center](#) in the city of San Bruno.

Employees can report facility issues and request facility repairs through the [Onuma electronic work order system](#). Work orders are prioritized and addressed in a timely manner, and the campus Facility Manager and College Vice President of Administrative Services discuss work orders as needed. Emergency needs such as broken glass can be reported via telephone or UHF radio for an immediate response. Facilities are systematically checked throughout the day for cleanliness and safety.

College and District committees work to ensure the safety of the campus communities. The [College Health, Safety and Emergency Preparedness Committee](#) meets every month except over the summer to promote a safe campus environment for students, employees and the community. The committee proactively focuses on campus safety functions including reviewing campus construction activities and employee safety improvement recommendations ([HSEPC Bylaws](#)). The [District Health and Safety Committee](#) meets every quarter to discuss all District safety-related matters including facilities and security. This committee reviews routine safety inspection reports, departmental accident reports, and discusses best practices for

safety. All maintenance certifications such as fire extinguishers, backflow prevention devices, elevators, and exhaust hoods are kept up-to-date and in working order.

District Facilities provides needed resources in the event of an emergency. Emergency phones, designated evacuation zones and [Automatic External Defibrillators](#) (AED's) are located throughout the campus in designated areas. The district has provided resources to upgrade door locks throughout the campus to ensure all classrooms and offices have push button or thumb turn locking capability on the interior door in the event of an armed intruder situation. The Office of Emergency Management also provides emergency alerts through the [Rave system](#), and the [Emergency Announcement System](#).

3.9 The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

The College, in cooperation with the district, provides the [technology infrastructure and resources](#) to support the operations and enhance the effectiveness of the institution. These resources include Hybrid and Smart classrooms, moveable technology stations that can be placed in non-hybrid and non-smart classroom spaces, wireless access throughout the campus, computer labs for instruction, library and student services, a Center for Transformative Teaching and Learning (CTTL) Learning Space equipped with a variety of technologies for faculty to experiment with, individual and shared computers and printers, campus-wide digital signage system, campus-wide security camera network, campus-wide emergency announcement system (EAS), a laptop computer check-out program, a streaming internet video system used to broadcast selected events, and a comprehensive set of administrative software services to assist with communication, budget, planning, research, scheduling and communications.

At the District level, the [Information Technology Services](#) (ITS) department is a centralized service organization dedicated to providing information technology leadership, support staff, training, policies and procedures related to technology, strategies for the effective deployment and utilization of information technology, and assisting Skyline College, as directed, with local technology initiatives, projects, and planning District ITS helps inform and provide direction related to technology and its best use in support of the student experience. The Director and ITS staff work with the College in helping with the planning, deployment, and support of information

technology initiatives. Decisions about services, professional support, facilities, hardware, and software are collaborative. Before decisions are made concerning technology, ITS is consulted to ensure that any acquisition and/or implementations are consistent with District standards and will be supported by District ITS. Instances of such collaboration are the rollout of the district-wide [cloud based printing](#) solution for students, the design and installation of a Distributed Antenna System (DAS) to improve campus cellular service ([Board Agenda, Pp 15](#)) and the district-wide [classroom technology upgrade](#) of 16 Hyflex classrooms completed in Summer 2022 to allow for face to face and on-line teaching modalities to be supported in a single classroom space.

[Information Technology Services](#) (ITS) provides services to the College for administrative systems, network services and infrastructure, construction support, instructional technology and web services, computers (hardware and software), media support, video systems, disaster recovery, emergency contact, building management and security, and telephone and voicemail systems. [ITS is divided](#) into five units which include information security, web services, information technology support services, constituent relationship management (CRM) system and administrative information systems.

At the College level, planning and decision-making regarding technology is guided by the [College Mission-Vision-Values \(MVV\)](#), the [Education Master Plan](#), and the [Skyline College Technology Plan](#), which is developed by the [Technology Advisory Committee \(TAC\)](#) to provide research, guidance, and recommendations for technology supporting institutional effectiveness, teaching and learning. Technology needs and resources are assessed through the lens of the Education Master Plan, program reviews, the technology replacement practices, technology surveys, college-wide communication, institutional effectiveness, operational systems, equity, student access, and student success.

Skyline College manages its technology resources in accordance with accreditation standards and utilizes a five-area framework to ensure the technology needs of students, faculty, staff, and administrators are met adequately. The five areas of the framework are supporting the institution's operations, academics, teaching, learning, and support services; planning, updating, replacing technology infrastructure to support the college mission; ensuring reliable access, safety, and security throughout the college ecosystem; providing technology training and support for faculty, staff, students, and administrators; and adhering to policies and procedures regarding technology in teaching and learning. The college's operation is undergirded by its student information system, Banner, a suite of productivity tools, Microsoft Office 365, Zoom, Class Search, WebSmart, and other software. Academics is supported by

Accudemia, OneSearch, and other academic software. Teaching and learning is supported by Canvas, Panopto, Ease Learning (Canvas Tech Support) and other educational technologies. Student Services is supported by Salesforce (CRM), Degree Works, MyMajors, and other subscription software. For a complete list of software that supports our technology infrastructure, reference the [ITS website](#). Full-time employees are provided with standard district-issued technology, itemized on the “[Device Request Form](#)” linked on the college’s Media Services website menu. [ITS recommended peripherals](#) are optional items that can be purchased by the division or department office of the employee. Part-time employees will have access to similar technologies in offices conveniently located around campus. Skyline Classrooms are outfitted with standard technologies for teaching and learning. They include projectors, screens, A/V with HDMI cables and a control panel.

The [College website](#) and its subdomains are overseen by [Marketing, Communications and Public Relations](#) and updated by employees all across campus. While the website’s general architecture, user experience, style, and functionality are managed by MCPR, updating the informational content is a collaborative effort of MCPR with our various departments and campus groups. Departments should review their websites at least once per semester to ensure that all information provided is accurate, useful, and up-to-date for our students, employees, and community. Employees can request edit access to the Modern Campus content management system in order to make changes to their department’s or group’s web content. Alternatively, employees can review their webpages, assemble a list of updates, and request MCPR to make these changes on their behalf.

Technology replacement planning for the college is supported by the district’s ITS office in collaboration with the Vice President of Administrative Services. According to the ITS Strategic Plan, ITS provides equipment replacement strategy recommendations based on college funding and inventory. Computer labs are upgraded or replaced based on academic needs in consultation with deans and faculty. The criteria for replacement of devices are: faculty, staff or students are unable to efficiently perform tasks because of an outdated computer; computer is 4 or more years old, is experiencing performance issues and no longer meets the minimum ITS specifications; or the computer has a history of “more-than-usual” number of work orders and service requests

The district ITS department ensures reliable access, safety, and [security for the college’s technology](#) infrastructure. The college campus connects to CENIC’s high-speed research and education network through primary and back-up routes. The college has many wireless access points; some are located within classrooms and

others are in open areas. ITS regularly assesses campus needs and adds access points as necessary. Network security is provided using a variety of tools and techniques. The current firewall, which the industry refers to as the next generation of firewall switches, offers various functions, including enhanced perimeter protection from denial of service (DoS), virus, and malware attacks.

To maintain the reliability of services that ITS hosts at the District Office, the facilities department has installed and maintains an emergency generator to provide backup electrical power to the building for as long as necessary during a power outage. A VESDA (Very Early Smoke Detection Apparatus) system is installed in the Data Center for fire protection. In the event of a fire or overheating of equipment, the VESDA systematically shuts down the equipment in the Data Center and sets off the appropriate warnings. ITS conducts backups for all administrative data stored on its servers daily. Also, ITS has in place a comprehensive backup strategy to ensure that all server-based data is recoverable. This data is written to high-density tapes and disk-based systems for quick recovery. These backups are stored in an off-site location every week. Most of the administrative systems servers have been migrated to the Oracle Cloud Infrastructure (OCI) where database and application data is backed up in multiple ways. Our systems are set up to use Oracle Database Zero Data Loss Autonomous Recovery Service for disaster recovery and protection from ransomware attacks. The database or any application can be restored any time even if production systems are compromised.

Skyline College provides appropriate professional and technical development training to support faculty, staff, and administrators through the Center for Transformative Teaching and Learning ([CTTL](#)). The CTTL serves as a hub of innovation and professional development where faculty, staff, and administrators can find resources and opportunities on the effective use of technology and technology systems to help strengthen student learning, engagement, support, and success. The [CTTL Instructional Design](#), [Technology](#) and [Distance Education](#) staff and faculty provide one-on-one help, facilitated workshops, workshops, trainings and presentations. This support aids faculty, staff, and administrators in distance education, educational technology, pedagogy, curriculum design, assessment design, multimedia training and production, accessibility, and [equity](#). Campus members can not only participate in these professional development activities but also propose to lead an activity.

An example of the support offered to faculty and students through the CTTL is the [Zero Textbook Cost \(ZTC\) program](#). Skyline College recognizes the continued high cost of textbooks as a barrier that impacts student success. Inability to afford textbooks and course materials is an equity issue and it can be addressed through

Zero Textbook Cost (ZTC) & Open Educational Resources (OER) adoption. Skyline College regularly offers workshops through the Center for Transformative Teaching and Learning (CTTL) on topics aimed to support both ZTC and OER awareness, search strategies, fair use & copyright, customizing OER, and many more. In addition, the college provides professional development support and incentive funding for faculty to convert courses currently using traditional textbooks, Inclusive Access, and other for-cost materials to no-cost course materials such as OER and Library electronic resources. In addition to supporting [early adoption](#) and implementation of ZTC by individual faculty, the award especially encourages scaling of ZTC implementation across all sections of high-enrollment courses in order to impact a significant number of students.

Students have access to borrow technology equipment through the library, or a specific program or department. In the Skyline College Library, Chromebooks, laptops, graphing calculators, wi-fi hotspots, headphones, adapters, and more are available at the checkout counter. Our [Equipment Checkout Program](#) provides a full list of equipment provided by the Library. The district provides learning technology support for certain issues when utilizing [Zoom](#), [WebSMART](#), [student Gmail](#), or [Canvas](#). Students can access technology support during [scheduled library hours](#) or through the [technology support website](#).

Skyline College has policies and procedures in place that are specifically designed to ensure the safe and appropriate use of technology within the District. The guiding policy that is used for students, faculty and staff is located in [Board Policy 2.34 Computer and Network Use](#), [Policy 2.35 Use of District Communications Systems](#), [Administrative Procedure 2.35.1 Access to District Email Procedure](#), [Skyline College Computer Use Policies for Students](#) and [Skyline College Use of Technology in the Classroom Policy](#)

Other policies and procedures in effect include:

- [Board Policy 2.40 Public Records](#) and [Administrative Procedure 2.40.1 Public Records](#)
- [Board Policy 6.32 Intellectual Property](#) and
- [Administrative Procedure 6.32.1 Educational Materials: Distribution of Academic Presentations](#)
- [Board Policy 6.33 – Use of Copyrighted Materials](#)

3.10 The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

SMCCCD has appropriate risk management strategies and sufficient reserves to meet its financial obligations, including emergency needs. The district maintains reserves in compliance with [Board Policy 8.11](#). The [Adopted Budget \(Pp 13\)](#) maintains an appropriate level of reserve of 17.66%, which adequately supports two months of operating expenses per the State Chancellor's Office recommendation, which is buttressed by best business practices as adopted by GFOA- Government Finance Officers Association ([Adopted Budget, Pp 89](#)).

The district conservatively budgets to include reserves for budget contingency, emergency response, and cash flow. The contingency reserve is not a budgeted line item as there is no intention to expend these funds except in an emergency ([Adopted Budget, Pp 15](#)). The district maintains sufficient cash flow to fund District operations prior to the receipt of property tax revenues. This actual cash flow report is updated monthly and presented to the Board of Trustees each quarter. As a result of strong cash flows, the District has not needed to issue Tax and Revenue Anticipation Notes (TRANS) and instead adopts an [Interfund Transfer resolution](#) in June to buttress against potential cash flow issues in July.

The district provides a risk management program as specified under [Board Policy 8.40](#). To mitigate risk in a fiscally responsible manner, the district has employed various risk management programs over the years. Such programs have included participating in Joint Powers Agencies (JPA) and the current structure where the district acts as its own independent risk management and claims administrator while procuring primary lines of coverage above self-insured limits. The primary insurance categories include Property, General Liability, Workers' Compensation, Cyber Liability, and Crime. The current structure provides a certain level of [self-insurance for each category with additional excess liability coverage \(Item 8.2\)](#) provided by outside insurance providers. The annual cost of primarily lines of coverage has escalated from \$1.0 million in FY 2015/2016 to \$4.0 million in FY 2023/2024. In addition, under the current model, administrative fees have ranged from \$162K - \$224 per year over the last 10 years. The 2024-2025 Adopted Budget approved by the Board of Trustees includes a [table](#) with the different policies, carriers and coverages held by the district ([Adopted Budget, Pp 21](#)). The Self-Insurance Fund is used to fund and manage the expenses associated with this risk management program ([Adopted Budget, Pp 20](#)).

Additionally, the District has an [Office of Emergency Management \(OEM\)](#) that strives to safeguard individuals and assets while ensuring the uninterrupted functioning of businesses and educational activities. The OEM is the office that [prepares](#), disseminates and assesses the [Emergency Action Plan](#), [emergency communications](#), and actively educates and coordinates emergency functions on the campus and across the district. The campus executive leadership has an established [Crisis Action Team \(CAT\)](#) and works in conjunction with the Emergency Preparedness Manager, Chief Facilities and Operations Manager, Chief Information Officer, Campus Public Safety Captain and Campus Facility Manager in situations that require a crisis response such as campus power outages or closures to due environmental conditions.

The district ITS department ensures reliable access, safety, and security for the college's technology infrastructure (see Cyber Security Initiatives document). The college campus connects to CENIC's high-speed research and education network through primary and back-up routes. The college has many wireless access points, some are located within classrooms and others are in open areas. ITS regularly assesses campus needs and adds access points as necessary. Network security is provided using a variety of tools and techniques. The current firewall, which the industry refers to as the next generation of firewall, offers various functions, including enhanced perimeter protection from denial of service (DoS), virus, zero-day attacks and malware attacks, as outlined in the [Technology Draft Plan, Pp 9-11](#).

To maintain the reliability of services that ITS hosts at the District Office, the facilities department has installed and maintains an emergency generator to provide backup electrical power to the building for as long as necessary during a power outage. A VESDA (Very Early Smoke Detection Apparatus) system is installed in the Data Center for fire protection. In the event of a fire or overheating of equipment, the VESDA systematically shuts down the equipment in the Data Center and sets off the appropriate warnings. ITS conducts backups for all administrative data stored on its servers daily. Also, ITS has in place a comprehensive backup strategy to ensure that all server-based data is recoverable. This data is written to high-density tapes and disk-based systems for quick recovery. These backups are stored in an off-site location every week. Most of the administrative systems servers have been migrated to the Oracle Cloud Infrastructure (OCI) where database and application data is backed up in multiple ways. Our systems are set up to use [Oracle Database Zero Data Loss Autonomous Recovery Service \(Pp 9-11\)](#) for disaster recovery and protection from ransomware attacks. The database or any application can be restored anytime even if production systems are compromised.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

Suggested length for Standard 4 is no more than 12 pages, average of 2 pp per standard.

4.1 The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Skyline College upholds an explicit commitment to the principles of academic freedom, academic integrity, and freedom of inquiry through the clear articulation of these values in the [San Mateo County Community College District's Board Policy 6.35](#). This policy outlines the foundational role these principles play in fostering an environment conducive to intellectual growth and the pursuit of truth.

Board Policy 6.35 underscores the essential nature of academic freedom in the educational mission of the college. Academic freedom is described as the right of faculty and students to study, teach, and express ideas, even those that are unpopular or controversial, without fear of censorship or political restraint. This commitment is crucial as it allows for a broad range of viewpoints to be explored, which is necessary for a robust academic environment. The policy makes it clear that this freedom is not unlimited; it requires professional competence and a dedication to the pursuit of truth. By maintaining this balance, the institution ensures that academic freedom is exercised responsibly, fostering informed debate and critical thinking in the campus community.

The policy affirms that faculty members have the right to express their informed opinions related to their professional activities in various settings, including the classroom and college-related functions. This protection of academic freedom extends to students as well, who are encouraged to express their opinions and engage in reasoned academic debate. By embedding these rights within its policy framework, the institution demonstrates its commitment to creating a learning environment where diverse ideas can be freely exchanged and critically examined.

The SMCCCD Academic Freedom policy is communicated to stakeholders and students via the [website](#) and through timely community-wide messaging such as the [Chancellor's Blog](#).

While Board Policy 6.35 focuses primarily on academic freedom, the principles it outlines also inherently support the institution's commitment to academic integrity. The policy's emphasis on professional competence, rigorous inquiry, and the pursuit of truth aligns closely with the core values of [academic integrity](#). Faculty and students are expected to engage in scholarship that is honest and ethical, contributing to the credibility and reliability of academic work within the institution. By upholding high standards of academic integrity, the college ensures that the knowledge produced and disseminated is trustworthy, reinforcing its role as a credible source of education and research.

Academic integrity is addressed specifically in the [Student Code of Conduct](#) located in the college catalog and on the website. It is also addressed in syllabi for all courses.

Academic and student disciplinary sanctions may be applied in cases of academic dishonesty. Depending on the seriousness of the infraction, students may:

- Receive a failing grade on a test, paper, or examination which may result in a lower course grade or failure in the course.
- Have their course grade lowered, or possibly fail the course.

Under the standards of Academic Sanctions and Disciplinary Sanctions, students may be subject to:

- A warning
- Temporary exclusion from an activity or class
- Censure
- Disciplinary probation
- Suspension
- Expulsion

The Dean of Enrollment Services/Disciplinary Officer maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students who have been reported for academic dishonesty more than once.

Freedom of inquiry is implicitly supported through the institution's commitment to academic freedom as outlined in Board Policy 6.35. The policy highlights the importance of creating a climate where a wide variety of viewpoints can be shared and cultivated. This commitment is essential for the freedom of inquiry, as it allows both faculty and students to explore new ideas and challenge existing ones without facing institutional barriers. The policy's assurance that faculty and students can express their opinions and question those of others in a context of reasoned academic debate is a direct endorsement of the freedom to inquire, explore, and innovate.

Through Board Policy 6.35, the San Mateo County Community College District explicitly commits to upholding the principles of academic freedom, academic integrity, and freedom of inquiry. This policy provides a clear framework that protects these values, ensuring that the institution remains a place where intellectual exploration and ethical scholarship can thrive. By fostering an environment of open dialogue, mutual respect, and rigorous inquiry, the institution not only supports the academic and professional growth of its faculty and students but also contributes to the broader mission of higher education as a space for the free exchange of ideas and the pursuit of knowledge.

4.2 Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

Roles, responsibilities, and authority for decision-making are clearly defined at both the District and College levels, and communicated via District documents and the Skyline College Participatory Governance Handbook, as well as through numerous committee websites. (*Forthcoming Skyline College Decision-Making Reference Guide; SC-ParticipatoryGovernanceHandbook-2025-PLACEHOLDER*). These documents, available via the College Website, ensure that the institution’s decision-making processes and opportunities for stakeholders to participate in those processes are transparent and widely understood.

At the highest level, decisions are guided and bound by federal and state laws, then by California Community Colleges Chancellor’s Office (CCCCO) policy and directives, followed by SMCCCD Board Policy and District Administrative Procedures. The District’s approach to governance and decision-making is based upon a partnership among the Board of Trustees, employees, and students. The constituent groups participate in governance and decision-making appropriate in scope to their roles within the District, as outlined in [Board Policy 2510](#):

Students: Associated Students are given an opportunity to participate in the formulation and development of District Policies and Procedures that have, or will have, a significant effect on students. A district-wide student representative to serve as the [Student Trustee](#) on the governing board is elected annually by all of the students in the District.

Faculty: A District Academic Senate coordinates activity and communications among the College Academic Senates and represents the faculty and makes

recommendations to the District administration and to the Board concerning academic and professional matters (pursuant to the California Code of Regulations, Title 5 Section 53200). Any recommendation made by the District Academic Senate must be unanimously agreed to by the College Academic Senates.

[Classified Staff](#): Staff are provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the California School Employees Association (CSEA), American Federation of State, County, and Municipal Employees Local 829, and of confidential employees are given reasonable consideration.

Board consideration of faculty, student and staff perspectives is ensured by the [District Participatory Governance Council \(DPCG\)](#), which is made up of [representatives of each constituent group](#) from each SMCCCD college. DPCG meets monthly during the academic year to review proposed Board policies and District Administrative Procedures, and to make recommendations to the Board through its designee, the District Chancellor. This structure ensures that the SMCCCD colleges and constituent groups have a voice and an opportunity to advise the Board and the Chancellor on the potential impact of District-wide policies and procedures being considered or reviewed.

The Skyline College Participatory Governance Handbook aligns with Board policy, and details the process by which the College constituent groups take part in [participatory governance](#) at the College. (*SC-ParticipatoryGovernanceHandbook-2025-PLACEHOLDER*) Four college constituent groups are represented by self-administered councils and senates: Associated Students of Skyline College, Academic Senate, Classified Senate and Management Council. Faculty and Student representative roles follow those outlined by Board policy. Classified employees are represented by Classified Senate, with CSEA's role being to approve classified employees nominated to serve on College Constituent Committees and any other bodies requiring Classified Senate or CSEA representation. Management Council represents Skyline College managers, directors and administrators who do not serve on the Executive Council, aka, President's Cabinet. The Executive Council serves as an advisory body to the College President, who is the ultimate decision-making authority at the College.

The [College Governance Council \(CGC\)](#) is the primary planning and policy formulation group for the College as well as the highest representative body at the College. Associated Students of Skyline College, Academic Senate, Classified

Senate and Management Council are represented by two voting members each, who together make recommendations to the College President. Executive Council members serve on CGC in a non-voting capacity. The President may only vote in the case of a tie among the constituent group leaders. The College President may accept or not accept a recommendation of the CGC, but cases of non-acceptance are rare. Non-acceptance of a CGC recommendation must be accompanied by a written and publicly shared explanation from the President, per the [CGC Charter and Bylaws](#).

Structurally, [College Constituent Committees](#) form the backbone of the participatory governance process at Skyline College. Constituent Committees are charged by CGC to consider, investigate, recommend, or report on College-wide matters. Constituent Committee voting members must include representation from each of the four constituent groups to ensure broad participation of the College community. Currently, Skyline College has seven Constituent Committees, each focused on a particular area of college operations: Strategic Planning, and Allocation of Resources Committee, Institutional Effectiveness Committee, Stewardship for Equity, Equal Employment and Diversity Advisory Committee, Enrollment Strategies Committee, Technology Advisory Committee, Health, Safety and Emergency Preparedness Committee, and Advisory Committee for Employee Development. Each is empowered to bring recommendations to the CGC (SC-
ParticipatoryGovernanceHandbook-2025-PLACEHOLDER)

To ensure that Skyline College Community Members have an opportunity to voice an informed opinion during the decision-making process, action items before any of the Constituent Committees and the CGC must be brought for a first read at least one month before action is to be taken. Major action items such as a College-wide plans (e.g., the Education Master Plan, Student Equity Plan, or the Technology Plan), are taken through a multi-step participatory governance process, making their way through all pertinent Constituent Committees, each serving as an opportunity to collect and incorporate community input. Constituent committee members are instructed to share proposed items with the body they represent, whether a constituent group or an academic or student services division, and to bring constituent feedback for consideration by the full Committee. An example of this process is the Fall 2024 review and update of the M-V-V [*Add example details....*] In this way, major decisions are thoroughly vetted even before coming to CGC for a first read and then a vote on a recommendation to the College President.

4.3 The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Skyline College’s participatory governance structure and associated processes ensure that all constituent groups have a voice in College decisions of import. The College Governance Council (CGC) is responsible for monitoring the participatory governance processes described in standard 4.2, and holds the administration accountable for implementation of decisions made through participatory governance. As stated by the [CGC Charter and Bylaws](#), the CGC must undertake a review of the College’s governance and decision-making structures at least once every six years, but in practice evaluation and improvement is a perennial process.

Over the past several years, Skyline College has been engaged in a thorough evaluation, reconfiguration and renewal of its decision-making processes, particularly with regard to strengthening participatory governance. This process began in [Fall 2019](#), when CGC created the “President’s Work Group (PWG) on Participatory Governance and Committee Structure” chaired by Interim President Jannett Jackson. The PWG, composed of representatives from each of the College’s constituent groups, met twice monthly throughout Fall 2019 and Spring 2020. The PWG reviewed and reported on the Fall 2018 Employee Voice Survey, which included questions on participatory governance, and presented a final report and recommendations (*add evidence*) to CGC. CGC unanimously approved the PWG recommendations on [May 22, 2020](#). Among the approved recommendations was that the work of the PWG continue during the 2020-2021 academic year.

In Fall 2020, the PWG was reconstituted as the Participatory Governance Work Group (PGWG), chaired by the newly appointed College President Melissa Moreno. The PGWG met throughout the 2020-2021 academic year and presented its findings and recommendations to [CGC in May 2021](#). Among the findings was that the voice of the administration was largely limited to Executive Council (the seven members of the President’s Cabinet), while directors, managers and most deans did not have any representation on participatory governance bodies. Moreover, the representation of Executive Council on CGC was redundant, since CGC makes recommendations to the College President, and Executive Council is an advisory group to the President. The [PGWG recommendations](#), unanimously approved by [CGC on May 19, 2021](#), included a new set of definitions and reclassifications for committee work, recognition of Management Council as a constituent council, and a revision to the CGC bylaws creating a more representative membership and democratic voting structure.

The implications of the new CGC structure are significant. Previously, the CGC membership and voting structure consisted of ten voting members: two representatives from each of the then three constituent groups (Academic Senate, Classified Senate, and Associated Students of Skyline College), plus four voting members from executive administration (the College President and the three Vice Presidents). The PGWG recommended that a body making recommendations to the College President not include the President nor members of the President's Cabinet as voting members. The new structure approved in May 2021 eliminated the four votes held by executive administration and added two new voting members from Management Council, a pre-existing body made up of managers, directors and deans, which did not previously have representation on CGC. The new structure includes eight voting members (two from each constituent group), with the Executive Council (President's Cabinet) serving as non-voting members. The College President only votes in the case of a tie, as stated in the [CGC charter and bylaws](#).

In 2021, President Moreno introduced the [People's College Initiative \(PCI\)](#) with one of the four major goals being to strengthen the transparency and effectiveness of participatory governance at the College. In September 2021, CGC authorized the creation of four People's College Initiative Task Groups, with one of them focused on participatory governance, to ensure that the PGWG recommendations be implemented, and to continue the work of advancing democratic and transparent Participatory Governance ([CGC-Minutes-20210922](#)).

The Peoples' College Initiative (PCI) Participatory Governance Task Group (PGTG) reviewed practices, including the [employee survey and focus group results](#), and made recommendations to CGC. In 2022-2023, the PCI Participatory Governance Task Group began drafting a new College Participatory Governance Handbook to clarify participatory governance processes, which was adopted in 2025 (*SC-ParticipatoryGovernanceHandbook-2025-PLACEHOLDER*).

An example of how the College's participatory governance practices result in decisions that support institutional innovation and advance the mission of the institution is the Comprehensive Program Review Redesign [launched by SPARC in February 2020](#). As the Constituent Committee then charged with overseeing Program Review, SPARC created a work group to assess the College's program review process, and report back to SPARC with recommendations for improvement. The "CPR Redesign Work Group," made up of faculty members, classified professionals and administrators, initiated its work in Spring 2020, and continued over the summer. The work of this group included interviewing Skyline College faculty/staff that recently underwent program review, and identifying other colleges demonstrating best practices in program review and learning from them. From those

efforts emerged a [set of recommendations](#) that were shared broadly with the College community for feedback before being [approved by SPARC for recommendation to CGC](#) on October 8, 2020. [CGC recommended adoption](#) of the recommendations on October 28, 2020, and the College President approved.

Implementation of this decision began immediately. CGC charged the Institutional Effectiveness Committee (IEC), made up of constituent group and divisional representatives, with coordination and oversight of Program Review. IEC created a new work group to design templates for Comprehensive Program Review. The Work Group, comprising key constituencies, including both instruction and student/learning support services, proposed two separate CPR templates: one for instructional programs, and the other for student/learning support services programs. Notable changes also included integrating equity throughout the templates, adding student voice as an essential means of evaluating program effectiveness, and giving student/learning support programs flexibility in reporting how they evaluate access and effectiveness. The templates were approved through governance for piloting, beginning in Spring 2021. Since then, the CPR process has been continuously refined through governance (requiring IEC and CGC approval) to incorporate feedback solicited from each cohort of programs undergoing review. [*cite CPR website and committee minutes as evidence.*]

4.4 Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

Board Policies

The SMCCCD Board of Trustees (Board) is an independent, policy-making body elected by the citizens of San Mateo County and charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. The Board's policies are publicly posted on the District's website and reviewed regularly for accuracy, currency and relevance per [Board Policy 2410](#).

[Board Policy 2200](#) outlines the duties and responsibilities of the Board, including oversight of educational quality, integrity, legal matters, financial stability, and for ensuring that the District's mission is implemented. The Board generally meets once per month, with the addition of occasional "study session" meetings that allow the

Board to more thoroughly review and discuss topics, generally those relating to student success, and become more familiar with issues facing students, faculty and staff. The Board also holds a public annual retreat meeting for in-depth discussion of the most far-reaching matters and initiatives under consideration by the District. [Board Policy 2310](#) describes the regular meetings of the Board and the [schedule of Board meetings](#) is posted on the Board's website. These practices are also detailed in the [Board of Trustees Handbook](#).

The District mission of providing a breadth of high-quality educational opportunities, programs and services is set forth in [Board Policy 1200](#). The Board has approved policies, set priorities, and established goals that describe the Board of Trustees expectations for quality, equity, integrity, and improvement of the District administration, and of student learning programs and services at the colleges. The Board ensures the District mission is at the heart of the planning process through its role in guiding the development of the SMCCCD Strategic Plan, as described in this fall [2024 Board Report regarding District Strategic Plan Development](#). This is also part of [Board Policy 2.75](#) on Institutional Planning and Effectiveness.

Key Indicators

The Board ensures fulfillment of its mission by holding the District Chancellor accountable for implementing the District Strategic Plan along with a set of [annual Board goals and priorities](#), and by monitoring key indicators of student learning and achievement. The [District's Administrative Procedure 2.75.1](#) on Institutional Planning and Effectiveness describes this process. The Board tracks progress toward student outcome metrics via the [SMCCCD Strategic Plan Metrics Tableau Dashboard](#), which includes 5-year trends on key metrics such as course success rates, persistence rates, enrollment and completion of transfer-level math and English, unit accumulation, graduation rates, time to graduation, and transfer to 4-year college rates, all disaggregated by gender, race-ethnicity, and other student demographics.

HOLD for May 2024

In addition to District planning and metrics, the Board reviews and approves College plans, including the [Skyline College Education Master Plan](#) and the [Student Equity Plan](#) which detail goals and strategies for improving academic quality and equitable student outcomes. College-level outcome metrics are presented to the board along with these plans and are available for review at any time through various publicly accessible [Skyline College Tableau Dashboards](#).

Financial Stability & Information

The Board of Trustees' role and responsibility in ensuring the financial stability of the institution is clearly delineated in the Board Policy Manual. Policies specific to the Board's fiscal responsibilities include [Board Policy 8.0](#) covering fiscal management and [Board Policy 2430](#) delegating authority to the Chancellor to supervise and carry out the business of the District in accordance with all laws and the California Community Colleges Budget and Accounting Manual. [Board Policy 8.05](#) covers external financial audits, District budgets and financial planning, and investment of District funds, among other items designed to ensure fiscal accountability. [Board Policy 8.11](#) details the Board's role in managing the District's Budget. [Board Policy 8.06](#) outlines the Board's role in investing District funds.

In addition to reviewing and approving an Annual Budget, the Board consistently examines financial reports and related documents to monitor the institution's fiscal health. Regular reports presented and discussed at Board meetings include [budget updates](#), detailed [mid-year budget reports](#) and a [District Financial Summary](#) for each quarter. The Board also receives and accepts an [annual district audit \(Pp 4-5\)](#) prepared by an independent certified public accountant, as well as independent performance audits of bond measures. To further ensure that the District's internal controls, processes, guidelines, and policies are effective and in compliance with the highest standards, the Board [established an internal Performance Audit Unit](#) in August 2024 and created the permanent position of Performance Auditor, reporting directly to the Board. Each fiscal year, the Performance Auditor submits a [performance audit plan](#) for Board approval, and audit reports are presented in board meetings throughout the year. The Chancellor is responsible for responding to the audit report and for implementing recommended actions approved by the Board.

In accordance with [Board Policy 2410](#), the Board regularly reviews and assesses all Board policies for effectiveness in fulfilling the District's mission. The policy requires the administration, in conjunction with the appropriate constituencies, to review each policy on a six-year schedule. In November 2023, the District embarked on an ambitious overhaul of the entire Board Policy Manual that includes review, updating and conversion of Board policies to the numbering and titling system recommended by the Community College League of California. Note that this is a multi-year process, and this Institutional Self Evaluation Report includes Board policies that have been converted to the new numbering system, as well as policies that are still numbered in accordance with the legacy system.

4.5 The governing board selects and evaluates the institution’s chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

Chancellor Selection & Evaluation

The Chief Executive Officer of the San Mateo County Community College District (SMCCCD) is the Chancellor. [Board Policy 2431](#) specifies that the Board “shall employ a full-time Chancellor to serve as chief executive officer of the District, whose principal responsibility is leadership of the educational program.” [Administrative Procedure 2.02.1](#) provides detailed guidance as well as general principles to guide screening and selection, development of the job announcement, search committee membership and orientation, development of an assessment plan, close of the recruitment process, screening of application materials, screening of interviewees, and final interviews and reference checks.

The Board sets clear expectations for the Chancellor in the [position description](#) and in their [annual Board Goals](#) which enumerates the support the Board expects from the Chancellor in achieving their goals and priorities in the given year. which

The Board conducted a [national search](#) for a new Chancellor during the 2023-24 academic year. On July 26, 2023, the Board first discussed the process and timeline for their search ([Board Minutes, Item 15.1](#)). On September 13, 2023, the Board adopted revised selection procedures and a timeline for their search process ([Board Minutes, Item 12.3](#)). By April 24, 2024, the Board approved an employment agreement with Melissa Moreno, who had been serving as the interim Chancellor and had previously served as President of Skyline College ([Board Agenda, Item 2.1](#)).

[Board Policy 2435](#) specifies that “the District Chancellor will be evaluated by the Board annually based upon goals which are mutually agreed upon by the Board of Trustees and the District Chancellor...using an evaluation process...based on board policy, the District Chancellor’s job description, and performance goals and objectives developed in accordance with BP 2430 Delegation of Authority to the District Chancellor...the criteria for evaluation of the District Chancellor shall also include performance goals and objectives related to the District’s commitment to diversity, equity, and inclusion.”

[AP 2.02.2 Chancellor of the District: Evaluation](#) lists the performance areas for evaluation and references where to find an [evaluation instrument](#). Following her appointment in April 2024, the Board discussed Chancellor Moreno’s evaluation in

closed session every month (in [May](#), [June](#), [July](#), [August](#), [September](#), [October](#), [November](#), and December).

Delegation of Authority

[Board Policy 2430](#), specifies that the Board of Trustees shall delegate to the Chancellor of the District the executive responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action and that the District Chancellor shall perform all duties specifically required of or assigned to the Chancellor by the statutes of the State of California and by the Board of Trustees of the San Mateo County Community College District.

References *AP 2430 Delegation of Authority to the District Chancellor and College Presidents*

Has not yet been renumbered, still AP 2.02.3 and AP 8.02.1 Delegation of Authority
This basically restates what's in the Board Policy

4.6 The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The San Mateo County Community College District (SMCCCD) has a robust [mission statement](#) that it reviews every three years via a broad-based participatory governance process. This mission guides the Board's work as a collective unit and provides a framework for District strategic planning, prioritization, and resource allocation decisions in a manner consistent with the values of the three colleges. [Board Policy 2330](#) outlines how the Board makes decisions.

[Board Policy 2200](#) clearly lays out the duties and responsibilities of the Board. This includes provisions for assuring the District's fiscal health, stability, and transparency as well as advocating for and protecting the District from undue influence or pressure. [Board Policy 2715](#) defines the Board's Code of Ethics and Standards of Practice.

In 2019, when allegations of fraud came to light concerning the then long-time Chancellor, the Board promptly took action to remove the Chancellor under suspicion and minimize risks to the colleges. This was an instance when the Board acted quickly in the best interest of the institution. In the ensuing years, the Board has hired two Chancellors. It has also hired a new internal [Performance Auditor](#) who provides independent review and analysis of various college district programs and procedures, and who develops findings and recommendations for review by the Board of Trustees

and Chancellor. The primary purpose of this position is to assist the Board of Trustees and Chancellor in identifying strengths and weaknesses in various district programs, identifying best practices for the Board of Trustees to consider, including correcting shortcomings in district practices and programs. This position maintains a degree of independence from other District staff, and functions in a manner sufficient to provide positive integrity of the responsibilities of the performance audit function. It also makes recommendations for improved internal controls, operating procedures, accounting records, and systems.

The Board also hires and works annually with a variety of external financial and compliance auditors. (see Standard 3?)

In 2023 and 2024, the Board hired and worked with a facilitator, Cindi Reiss, a Board Member of the Peralta Community College District and faculty at West Valley College, to (1) update Board policies to make them compliant with legal updates, usable and clear, and compliant with the California League of Community Colleges numbering system; (2) develop and adopt a new [Board of Trustees Handbook](#); and (3) develop and set Board goals. ([Board Minutes](#)). By the end of 2023, the Board had updated all of Chapters 1 and 2 of its [Board Policy Manual](#). And in August of 2024, after over a year of discussion and refinement, the [Board adopted new Goals](#).

As new members join the Board, they are oriented on the basis of the [SMCCCD Board of Trustees Orientation](#) as well as the [Student Trustee Orientation](#). [Board Policy 2745](#) governs how the Board evaluates itself. In 2024, it assessed its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. On August 28 2024, the Board discussed ([Board Agenda, Item 2.6](#)) the results of the [Board of Trustees Self Evaluation 2024](#), including areas of progress and areas of improvement.