



INSTITUTIONAL SELF-EVALUATION REPORT in Support of an Application for Reaffirmation of Accreditation

DECEMBER 2025





**Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation**

Submitted by

Skyline College
3300 College Drive
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to

Accrediting Commission for Community and Junior Colleges

December 10, 2025

Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

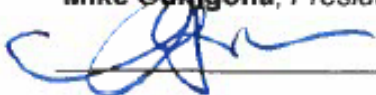
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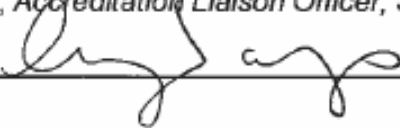
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Foreword to the Institutional Self-Evaluation Report

Skyline College's preparation of its Accrediting Commission for Community and Junior Colleges (ACCJC) Institutional Self-Evaluation Report (ISER) created an opportunity to reflect on the College's priorities, values, and evolution as an institution since its last institutional self-evaluation in 2019. Skyline College's 2025 ISER captures the accomplishments and resilience the College has demonstrated, as well as its commitment to removing barriers to success for students and increasing institutional effectiveness to better meet its mission.

In keeping with the College's primary commitment to improving student success, one of the most transformative developments at Skyline College since its last accreditation cycle has been the growth and success of the Promise Scholars Program (PSP). Implemented in pilot form in 2017, PSP was modeled after the City University of New York's (CUNY) Accelerated Study in Associate Programs (ASAP). As of Fall 2025, more than half of the College's entering first-time full-time students are Promise Scholars. Since launching the PSP's wrap-around student support model, the College's three-year degree completion rate has nearly doubled, boosted by the PSP program's 58% graduation rate. As the first California Community College recognized as a CUNY ASAP replication site, Skyline College not only led in the effort to scale PSP districtwide within the San Mateo County Community College District (SMCCCD), but also provided technical assistance to expand the model statewide—solidifying its role as a leader in student equity and completion efforts within SMCCCD, and beyond.

In the realm of institutional processes, the College has also undertaken a significant revamp of its program review process, which has demonstrated early successes. Beginning in 2020 with thoughtful research on program review process models at other colleges, the College has since designated the Institutional Effectiveness Committee to oversee program review, shifted to a more intentional timeline for the entire program review process, associated resource requests with program goals, and strengthened alignment between programs and the College's Mission-Vision-Values and Education Master Plan goals, as well as adopted a more engaging format for programs to share insights from their comprehensive program reviews. These changes have enabled closer alignment between strategic planning and resource allocation and helped foster a more integrated and evidence-based culture of inquiry and improvement across the campus.

In terms of instructional excellence, curriculum, and pedagogy, Skyline College's Center for Transformative Teaching and Learning (CTTL) played a pivotal role during and after the height of the COVID-19 pandemic, supporting faculty across the District by rapidly deploying training in online pedagogy. What began as an expansion of professional development under emergency circumstances has since become a sustained, institutionalized effort to support innovative, equity-centered teaching practices.

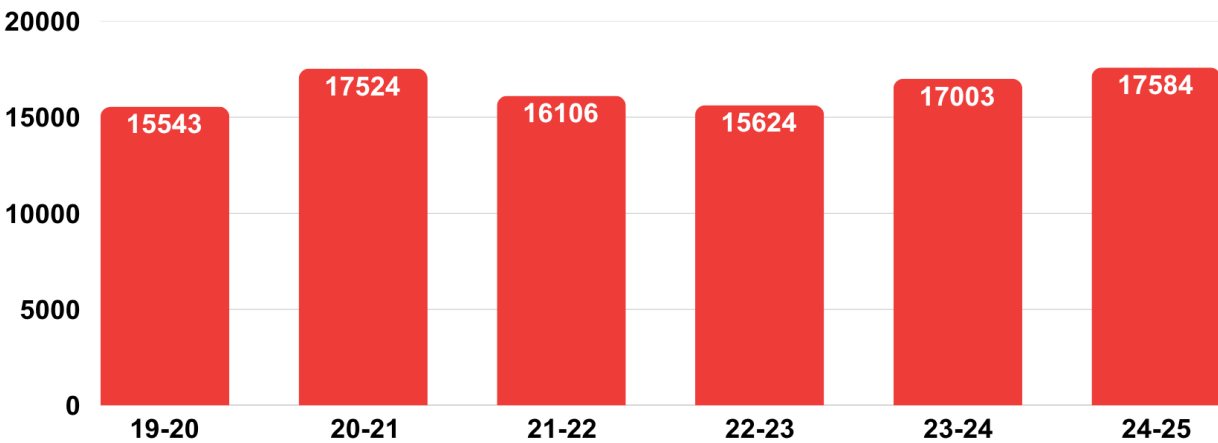
Lastly, it is worth noting that these accomplishments were achieved amid the challenges of the Covid Pandemic combined with significant leadership and personnel transitions at the College. The College's ability to thrive under these circumstances underscore the College's adaptability and deep institutional commitment to its mission. The accreditation self-reflection process has confirmed areas of strength while also highlighting opportunities for growth. Skyline College remains dedicated to continuous improvement and welcomes the opportunity to engage with the ACCJC in this next phase of institutional learning and advancement.

A. Introduction: Institutional Context

Opened in 1969, Skyline College is located just south of San Francisco in San Bruno overlooking the Pacific Ocean. The College is one of three community colleges in the San Mateo County Community College District (SMCCCD), primarily serving northern San Mateo County. Over the past five decades, Skyline College has grown to become a hub for innovation, equity, and student-centered education. The College offers Associate of Arts and Associate of Science degrees, a baccalaureate degree in Respiratory Care, career and technical education, and lifelong learning. Students can choose from over 100 degree and certificate programs to achieve their educational goals in an affordable and supportive environment. Key transfer agreements with a wide range of public and private colleges, including multiple University of California campuses and San Francisco State University, make Skyline College a top destination for students aspiring to transfer to a four-year college or university.

Skyline College enrolled 17,584 unique students in the 2024-2025 academic year. Over the past five years, enrollment patterns have reflected changes influenced by external and internal factors, including the COVID-19 pandemic, increased popularity of online courses, and the passage of [SB 893](#) which allowed the District to offer cost-free enrollment to San Mateo County residents. Additionally, there has been a noteworthy increase in high school students enrolled at Skyline College through the College and Career Access Pathways program, from 1,586 students in AY2019-2020 to 2,307 students in AY2024-2025.

Figure 1: Skyline College Unduplicated Student Headcount, AY2019-20 to AY2024-25



Source: Skyline College Tableau Enrollment Dashboard

Skyline College serves a diverse student body reflective of the communities residing in its surrounding area. The student body demographic distribution for AY2024-2025 was: 54% female, 43% male, 3% unreported and/or non-binary; 33% Hispanic/Latinx, 21% Asian, 19% White, 12% Filipino, 8% from multi-racial backgrounds, 3% Black or African American, 2% unreported, 1% Pacific Islander, and <1% American Indian/Alaska Native. This is very similar to the Skyline College student body demographics at the time of our last ACCJC accreditation visit in AY2019-2020. Notable changes since that time include a slight decline in the proportion of Filipino students from 15% to 12% and an increase in Latinx students from 31% to 33% of the student body.

Figure 2: Skyline College Race/Ethnicity Demographics AY2018

Unduplicated Headcount by Race and Gender	AY2019/20	AY2024/25
American Indian/Alaskan Native	0.2%	0.1%
Asian	19.4%	20.8%
Black/African American	2.4%	2.7%
Filipino	14.7%	12.1%
Hispanic/Latinx	31.3%	33.2%
More than one race	7.1%	8.1%
Pacific Islander	1.4%	1.3%
Unknown	4.0%	2.5%
White	19.5%	19.1%
Total Unique headcount	100.0%	100.0%

Source: Skyline College Enrollment Detail Trend Report

Skyline College's student population includes a significant percentage of first-generation college students and students receiving income-based aid (54% and 37% of non-special admit¹ students in AY2024-2025, respectively). Skyline College's primary feeder high schools also tend to have higher rates of free or reduced lunch than typical in San Mateo County; for example, Jefferson High School and South San Francisco High School, two of Skyline College's major feeder high schools, have a free/reduced lunch enrollment rate of 40% and 42%, respectively, compared to a rate of 33% county-wide.²

To contextualize the socio-economic barriers faced by Skyline College students, it is relevant to consider the broader economic landscape of San Mateo County. According to recent data from the Department of Housing and Community Development, the low-income threshold for a single-person household in San Mateo County has reached \$109,700 in 2025, marking a \$12,100 increase since 2020.³ This figure places San Mateo among the few counties in the nation where individuals earning six figures are still considered low-income. The escalating cost of living, particularly in housing, underscores the financial pressures on students, many of whom come from families earning below this threshold. This economic context amplifies the importance of the College's comprehensive support services and well-established student support programs which are designed to help students succeed academically and holistically.

COVID-19 Pandemic and Response

The COVID Pandemic and shift to online instruction brought enrollment fluctuations, with an unexpected rise in student headcount due largely to increased student swirling among the three San Mateo County Community College District (SMCCCD) colleges. Skyline College saw an increase in the number of enrolled students, but total course

¹ Excludes special admit students such as international students and high school students who are not eligible to apply for financial aid.

² CDE Data Reporting Office; 2023-2024. www.Ed-data.org

³ Kirkeby, M. (n.d.). 2025 State Income Limits. Department of Housing and Community Development. https://skylinecollege.edu/prie/assets/plansandinitiatives/_unlisted/2025_iser/introduction/CA-IncomeLimits-2025.pdf

enrollment and full-time equivalent student (FTES) counts were down because those students were taking fewer courses. The College has experienced healthy post-pandemic enrollment recovery, supported by the district's [Free Community College initiative](#) launched in fall 2022. The initiative includes free tuition, elimination of most fees and provides additional supports to students demonstrating need, [reducing financial barriers to education](#) for San Mateo County communities. By 2024-2025, the College's enrollment showed strong recovery, with student headcount reaching 17,584, FTES up to 6,512 and the efficiency metric showing a healthy 514 Load level.

Table 1: Skyline College Productivity and Efficiency Data – 2019-20 to 2024-25

Year	Unique Census Headcount	Headcount Percent Change	FTE Faculty	FTE Students	FTE Student % Change	Load	Load Percent Change
2019-2020	15,291	1.2%	379	6,641	-3.07	526	-0.8%
2020-2021	17,530	13.3%	375	6,202	-6.6%	497	-5.6%
2021-2022	16,000	-8.7%	361	5,334	-14.0%	444	-10.6%
2022-2023	15,607	-2.5%	358	5,489	2.9%	461	3.8%
2023-2024	17,005	9.0%	373	6,327	15.3%	510	10.6%
2024-2025	17,586	3.4%	380	6,512	3.0%	514	0.8%

Source: Productivity and Efficiency SAP Report; FTE is Full-Time Equivalent; LOAD is a measure of efficiency calculated as Weekly Student Contact Hours divided by FTE Faculty.

Skyline College made significant investments to ensure that high-quality instruction was maintained during the COVID-19 pandemic. Skyline College's Center for Transformative Teaching and Learning designed and led the Quality Online Teaching & Learning (QOTL) course for [650 faculty members districtwide](#) during summer 2020, ensuring that SMCCCD instructors were prepared for the shift to online learning during the pandemic. QOTL training has continued beyond the pandemic and is now an essential part of instructional learning and professional development, with all faculty who teach online and/or hybrid courses being required to complete the five-week QOTL course. (See [Standard 2.6](#) for details).

The temporary transition to fully remote education during 2020 had had lasting implications for the College. Today nearly half of Skyline College students enroll exclusively in distance education, compared with 19% prior to the pandemic. The proportion of exclusively face-to-face students has declined from 61% to 26% in fall 2024. While online course offerings have expanded access and flexibility for students, the College met new challenges by redoubling efforts toward fostering a robust and engaged student experience as described in [Standard 2.8](#).

Table 2: Skyline College Percentage of Total Student Headcount by Course Modality

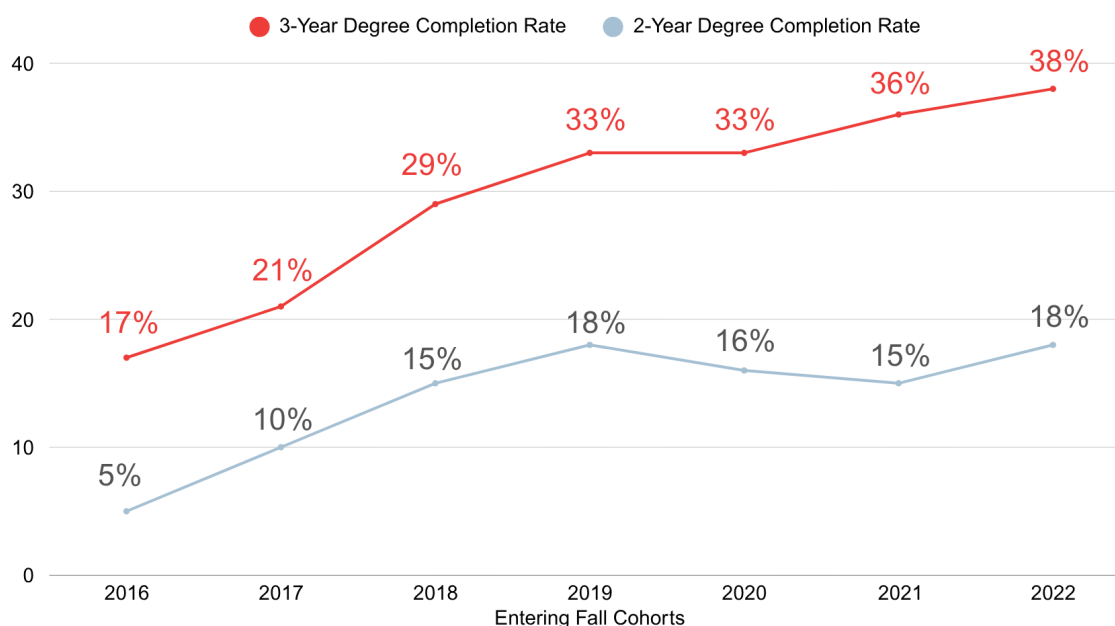
% of Students Enrolled	FA2019	FA2020*	FA2021	FA2022	FA2023	FA2024	FA2025
Exclusively online or hybrid	19%	~100%	69%	45%	45%	46%	47%
Exclusively face-to-face	61%	~0%	19%	31%	27%	26%	25%
Combination of online, hybrid and face-to-face	20%	~0%	12%	24%	28%	28%	28%

Source: Skyline College Unduplicated Headcount by Modality Report. *Course modality was inconsistently recorded during the 2020 temporary transition to remote education but approximately 100% of education was online.

Skyline College Student Outcomes

Skyline College systematically collects and analyzes data on key student success metrics, such as student enrollment and academic trends, including disaggregated course success rates and graduation rates, in order to evaluate institutional effectiveness and inform decision-making (see [Standard 2.3](#) for details). For example, course success rates increased steadily from AY2013-2014 to AY2028-2019, and have since stabilized at an average of 77%. The College tracks course success rates disaggregated by modality and by student demographics, and makes these are accessible to the public via the College's [Course Outcomes Tableau Dashboard](#).

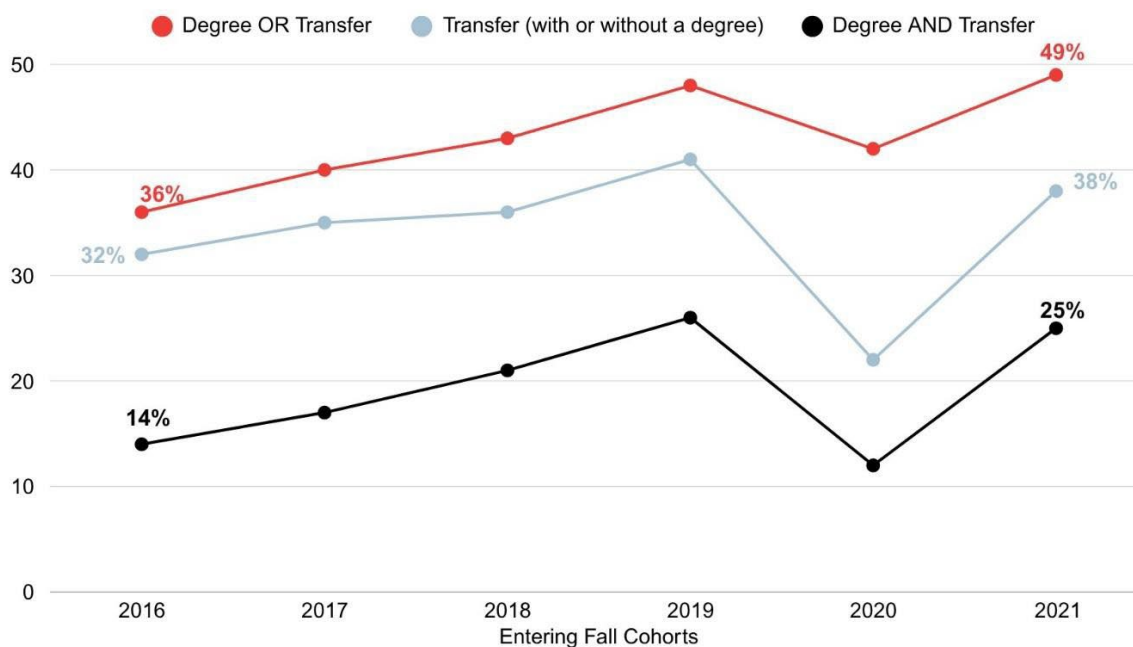
Figures 3 and 4 highlight trends in degree completion, and overall completion, including transfer rates, to show the progress towards improving student success that Skyline College has made since its last accreditation cycle.

Figure 3: Skyline College Degree Completion Rates – Fall First-Time Full-Time Student Cohorts

Source: Skyline College Scorecard SAP Report

Over the past several years the College has markedly increased its two-year and three-year degree completion rates (figure 3). The College has also seen an increase in the share of students who successfully transferred to a four-year college or university within three years, and transfer rates have rebounded following a pandemic-related dip (figure 4).

Figure 4: Three-Year Completion Rates – Fall First-Time Full-Time Student Cohorts



Source: District Strategic Plan 4-Year Institution Transfer Rates SAP Report

Improved student success rates are in large part due to the College's many impactful student support programs, the largest among them being the [Promise Scholars Program \(PSP\)](#). PSP applies a completion and retention support model to increase graduation rates through its integrated approach to providing resources and services. Based on the Accelerated Study in Associate Programs (ASAP) from the City University of New York (CUNY), PSP was piloted in 2016 before its full initiation in fall 2018, and expansion to serving more than 1,000 Promise Scholars by AY2024-2025. Skyline College not only spearheaded the districtwide implementation of PSP within SMCCCD, but—as the first community college in California designated as a CUNY ASAP replication site—also played a key role in offering technical support for the model's broader adoption. This positioned the College as a prominent leader in promoting student equity and success both within the District and across California.

PSP provides financial support in the form of fee waivers and book vouchers, along with dedicated counseling and academic support to help ensure successful course scheduling and planning for degree completion and transfer. The financial support, priority enrollment, individualized academic support, and exclusive events and workshops available to PSP participants support their academic success. The impact of PSP can be seen in the 52% three-year graduation rate for the latest Skyline College PSP cohort for which data is available (the fall 2021 cohort, n=278), compared with the 36% rate for first-time full-time fall 2021 Skyline College students overall (n=588).

Skyline College's mission to empower and transform a global community of learners drives the College's commitment to a culture of inquiry and innovation that continually explores new ways of enhancing academic excellence and equity, throughout the challenging years of the COVID-19 pandemic recovery coupled with a period of leadership transitions. Amid these changes, the College has continued to center the themes of student equity and to focus on removing barriers to student success.

Skyline College's Education Master Plan for 2023-24 to 2027-28

In 2021, then-President Melissa Moreno introduced the People's College Initiative (PCI) with the stated goal of strengthening effectiveness in four areas of the College's work: 1) anti-racism and equity, 2) civic mindset, 3) climate review, and 4) participatory governance. In order to move PCI forward, the College Governance Council authorized the formation of four task groups representing the four focal points of the initiative to continue the work of advancing democratic and transparent participatory governance. The task groups concluded their work in summer 2023, laying the groundwork for the College's current [Education Master Plan](#) (EMP).

Skyline College's 2023-2028 EMP lays out a five-year strategy for enhancing the work of the College in pursuit of its mission. The College's six strategic goals included in the EMP 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.

The College measures the success of the plan in alignment with the SMCCCD strategic plan metrics and California's Vision for Success metrics. Additionally, the College follows the success of each of the six EMP strategic goals along a set of goal-specific metrics. Each of these metrics are monitored and reported on separately by student demographic groups to identify and address disproportionately impacted groups with the goal of reducing equity gaps.

The College's Strategic Planning and Allocation of Resources Committee (SPARC), whose members include faculty, classified professionals, students, and managers and administrators, began work in summer 2021 on updating the College's EMP. In fall 2021, SPARC reviewed the outcomes of the 2018-2023 EMP and assessed the College's internal and external landscape in preparation to identify the areas the College would need to focus on for the next five years. SPARC found that the College had made significant gains through the 2018-2023 EMP, particularly in improving student success through the Comprehensive College Redesign. Going forward, the College is maintaining its high standards and aspirational goals and anticipates meeting those goals with the many initiatives outlined in 2023-2028 EMP. The College publicly posts key [EMP student outcome metrics](#) on its [Tableau Dashboards](#) found on the Planning, Research, and Institutional Effectiveness (PRIE) website.

Lastly, leadership transitions over the past few academic years have shaped the institution's trajectory and priorities. In 2020, Skyline College welcomed a new president who went on to become the SMCCCD interim chancellor and permanent chancellor in 2023. Since 2019, the College has been led by four different presidents, four vice

presidents of instruction, three vice presidents of student services, and two vice presidents of administration. This rapid succession and turnover in leadership roles has introduced both opportunities and uncertainties, as the institution seeks to align its strategic goals with evolving priorities under a new College administration. With the appointment of President Dr. Nathan Carter in July 2025 and a permanent executive leadership team in position to start the 2025-2025 academic year, Skyline College is well positioned for entering a new period of greater stability in institutional leadership.

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 achievement for all students and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.



**Skyline
College**
Achieve.



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 achievement for all students and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 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 educational opportunities and successful outcomes for all students. (ER 6)**

The Skyline College [Mission-Vision-Values](#) (MVV) 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 MVV creates a comprehensive statement that guides the direction and planning of the College.

Skyline College's MVV statement last underwent a review and refinement in 2024-2025 following the [procedures for MVV 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 MVV 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 that the Skyline College MVV statements remain unchanged, but that the description of each Skyline College value be updated to better reflect the District's emphasis on transparency and to more clearly state the College's commitment to antiracism and environmental sustainability. SPARC's recommended updates to the description of the College values were sent to the College Governance Council (CGC) as a first read in [December 2024](#), allowing time for consideration and discussion prior to the CGC's unanimous agreement on [February 26, 2025](#) to recommend the [revised value descriptions](#) to the acting College President for adoption. The SMCCCD Board of Trustees [approved the College MVV](#) as part of the Education Master Plan in 2023, and the District Chancellor's Cabinet determined that the relatively minor updates and refinements to the definitions of the values did not require further Board approval.

The current MVV 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 the campus in support of the College mission.

The College MVV is articulated via the [College website](#), the [College Catalog](#), the [Education Master Plan](#), [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 MVV, 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 successful outcomes for all students.

Skyline College's [Education 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 2023-2024 through 2027-2028, aligns with the College's Mission-Vision-Values (MVV) and functions as 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 makes integrated planning and budget recommendations to the College Governance Council (CGC). The process for setting, reviewing, and approving institutional goals is further described in the online [Participatory Governance Guide](#).

The current [Skyline College EMP 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](#), emerging from a [participatory process](#) engaging all College constituencies and divisions in development of the EMP.

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 Student Equity Plan](#) and increasing enrollment in courses with zero textbook costs, with the long-term goal of all Skyline College courses having zero textbook costs. [Appendix C of the EMP](#) contains specific metrics that are regularly tracked 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. The College's Planning, Research, Innovation and Effectiveness (PRIE) staff coordinates the participatory governance [process of setting annual ACCJC goals](#) starting in the [Institutional Effectiveness Committee](#) (IEC) and concluding with a recommendation from CGC to the College President to formally adopt the goals. This process ensures that College constituent

groups, instructional divisions and student services divisions represented on IEC and the constituent group leaders who vote on CGC are informed of student outcome trends and are aligned with the College's student outcome goals.

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 MVV and the College's commitment to student learning. Skyline College's program review process is detailed in [Standard 2.9](#), and relies on extensive data packets described in [Standard 1.3](#).

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 through multiple means, and holds itself accountable through the participatory governance process. The principal planning document is the [Educational Master Plan](#) (EMP), which guides College operations toward the fulfillment of the institution's Mission-Vision-Values. All other College-wide plans and goals are developed in alignment with the EMP, which is in turn aligned with the [SMCCCD Strategic Plan metrics](#), and with the California Community College Chancellor's Office Vision for Success goals.

Under the current 2023-2028 EMP, [six strategic goals](#) reference [strategies and specific activities](#) that are underway, as well as proposed ones. [Metrics associated with each goal](#) are monitored by constituent committees and the College leadership, with the campus community kept apprised, as described in [Standard 1.5](#). Each campus constituent group takes part in both the development and implementation of the EMP, and the College's executive leadership holds itself accountable for the plan's success. Each member of Cabinet—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—is responsible for monitoring and [championing one of the strategic goals \(pp. 14-16\)](#), giving it sustained attention at the executive level. Additionally, Cabinet members provide [progress updates on the EMP strategic goals](#) to the Strategic Planning and Allocation of Resources Committee (SPARC), whose meetings are open to the campus community and to the public at large. Progress toward college goals are also communicated out to the College community at the start of each academic year, for example at [Skyline College's fall 2024 Convocation](#). As such, the College's executive leadership is held accountable for ensuring that progress on each goal is being made, and that the college community has the tools, resources and leadership needed to achieve the EMP goals.

To monitor progress towards its mission and goals, and to inform continued improvement and innovation, the College produces and disseminates meaningfully disaggregated data across several platforms and venues. First, the College regularly updates a series of [Skyline College Data Dashboards](#) which are public-facing Tableau tables and charts containing disaggregated student achievement data to support data-informed decision-making. The dashboards 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 dashboards metrics help to operationalize and measure institutional effectiveness and to set appropriate goals for student outcomes.

The most comprehensive dashboard is the [Skyline College Scorecard](#), which translates the Mission-Vision-Values (MVV) 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 allows 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 [University of California and California State University Transfers](#).

Second, the Planning, Research, Innovation and Effectiveness (PRIE) offices at the District and College 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 student groups, Student Services has used these SAP reports along with Student Success Link (SSL) reports via the Salesforce Customer Relationship Management system to generate tailored lists aligned with Student Equity Plan goals. As an example of a proactive outreach campaign, students who have not met with a counselor in two semesters are [contacted by a student ambassador to create or update educational plans](#), in order to support their graduation and/or transfer goals. The SSL also allows for automated personalized messaging to students needing reminders or extra attention. For example, students on academic probation are contacted with encouragement and instructions to help them regain good academic standing. Additionally, students with over 120 units are contacted to urge a meeting with an academic counselor to support their graduation process. These efforts demonstrate a data-informed, equity-driven approach to improving student success and closing achievement gaps.

Third, through the program review process described in [Standard 2.9](#), the College regularly reviews its programs and services to ensure they reflect the MVV and the College's commitment to student learning, identifying areas for program improvement and innovation. As part of the comprehensive program review process, PRIE produces [detailed disaggregated data reports](#) for instructional programs and works closely with non-instructional programs to support them in data collection and analyses (for example, [disaggregated demographic data](#) on Transfer Center usage and outcomes). The primary program-level reports generated for instructional programs and made available through the Nuventive Improvement Platform include an [overall program report](#) (which is also publicly posted on the PRIE and program review websites), a [course enrollment report](#) which contains detailed course success and retention rates, a [labor market data report](#) for program-related occupations, and a program of study report containing data on students working toward a certificate or degree in a given program. Each report includes data disaggregated by student race/ethnicity, gender, age, educational goal, and unit load; course success data is further disaggregated by course modality, academic division, subject, course offering time, and more. PRIE staff are available to help programs interpret and use their data, and to provide additional data upon request.

Fourth, in addition to conducting numerous program-specific student surveys, the PRIE office coordinates the administration, analysis, and dissemination of college-wide surveys and their results 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 was a 2022-2023 Campus Climate Review that included distinct college-wide surveys for [students](#) and [employees](#), and six focus groups with employees for deeper inquiry. The student and employee survey instruments were developed through a participatory governance process coordinated by PRIE which included intensive work by a [Climate Review](#)

[Task Group](#) made up of constituent group representatives, and additional student input via an Associated Students of Skyline College [feedback session](#) in October 2022. Survey administration, focus groups and analysis was conducted by the RP Group, commissioned as an external consultant to ensure participant anonymity. The results of the Climate Review are [posted publicly](#) and shared across [numerous venues and participatory governance committees](#) to ensure broad dissemination and a collective understanding for establishing recommendations for action. The next Campus Climate Review is scheduled to take place during the 2025-2026 academic year.

Review and discussion of data from these multiple sources occurs in [operational work groups](#) and in participatory governance [constituent committees](#), to identify areas of progress as well as areas where additional effort is needed to make progress toward goals. Operationally, groups such as the Student Services Leadership Team, Deans and Vice Presidents, and the Accreditation Oversight Group, regularly review metrics to help direct efforts and existing resources. For the role of constituent committees in reviewing and disseminating metrics and progress toward fulfilling the College mission and goals, please see [Standard 1.5](#).

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 (MVV), described in [Standard 1.1](#), directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. The MVV directly informs the [Education Master Plan](#) (EMP), which defines the College's strategic goals. As a result, the MVV and the EMP guide decision-making and establish priorities for both institution-wide and program-focused planning, as well as for the resource allocation processes tied to each of these, as captured in the [Integrated Planning and Resource Allocation Model](#).

The planning model is driven by the College's participatory governance structure, primarily the [College Governance Council](#) (CGC)—which is the principal planning and policy formulation group for the College and is described in [Standards 4.2](#) and [4.3](#)—the [Strategic Planning and Allocation of Resources Committee](#) (SPARC), and the [Institutional Effectiveness Committee](#) (IEC). SPARC coordinates the [development of the EMP](#), monitors its implementation, and makes Fund 1 budget recommendations to CGC. IEC manages and supports the College's program review process, maintaining close awareness and responsiveness to the successes and challenges of instructional and student support programs.

The EMP also provides direction to a series of [topic-focused College plans](#), such as the Enrollment Management Plan, Student Equity Plan, and Technology Plan. SPARC reviews each of these plans to confirm appropriate alignment with the EMP before recommending approval by the CGC. In this way, strategies from the topic-focused 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 topic-focused plans monitor them; for example, the [Stewardship for Equity, Equal Employment and Diversity](#) (SEED) committee is charged with monitoring fulfillment of the [Student Equity Plan](#).

Just as important, program-focused planning is also directed by the College MVV and informed by the EMP strategic goals. After feedback from faculty and staff engaged with the program review process revealed that the format and structure was not conducive to collective engagement in meaningful quality improvement and innovation, the College introduced a new program review process beginning in fall 2020, which included a new timeline, templates,

resource allocation request process, and later, a new online platform, all of which is described in [Standard 2.9](#). The purpose of the redesigned process was to make program review more meaningfully connected to the College MVV and better integrated with the College's curriculum review and budget cycles. In the redesigned process, programs explain how they contribute to achieving the College MVV, and they also align long-term goals and related resource requests with the EMP's strategic goals.

In terms of resource allocation, all College programs have the opportunity to submit an Annual Resource Request to support program goals in each November for the fiscal year beginning the following July 1. Division deans review requests from their programs and begin the resource prioritization process in discussion with faculty and staff at early spring division planning meetings. Taking divisional feedback into consideration, each dean then prepares and submits the [Administrative Leadership Unit Review \(ALUR\)](#), which includes a prioritized resource request list for the division. Each resource request must be linked to a specific division goal which, in turn, must align with the College MVV and the EMP. The ALUR is submitted to the College vice presidents and presented for discussion at an April or May division meeting. Per the [Integrated Planning and Resource Allocation Calendar](#), the Vice President of Instruction and Vice President of Student Services present to SPARC each May.

In addition to this process, requests for major budget items, such as personnel or instructional equipment, are routed through separate processes. 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 program faculty and/or deans present their case (which may include evidence from the program review) to the [Full-Time Equivalent Faculty Allocation Committee \(FTEFAC\)](#), which votes to [rank the positions](#) in the order in which the committee recommends to the College President that they be filled. Separately, SPARC recommends a budget based on availability of funding which determines how many positions can be funded in a particular fiscal year. Based on SPARC's recommendation to CGC, and the recommendation of the FTEFAC, the College President makes the decision of which, if any, faculty positions to fill that year.

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.

At the program level, the program review process is the primary means by which evaluations of progress toward MVV-aligned program goals are shared broadly within programs and across the campus as a whole. All instructional and student services program reviews, both [comprehensive reviews and program review updates are posted to the College website](#) for public viewing, along with [updated instructional program review data](#), to communicate the College's strengths and weaknesses at the program level. Additionally, programs undergoing Comprehensive Program Review (CPR) participate in the annual [CPR Share Outs](#), an in-person convening of program faculty and classified professionals with administrators and the campus at large. Hosted by the IEC, 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 Skyline Shines, the [campus newsletter](#).

Progress toward achieving division goals, which are also aligned with the College MVV, is communicated by the instructional and student service vice presidents and division deans at least [annually through internal divisional planning meetings](#) and public forums such as the [VPI and VPSS reports to SPARC](#) each Spring. Additionally, the deans produce an annual [Administrative Leadership Unit Review](#) which includes [achievements and challenges for the division](#) as well as the goals and resource requests for the coming year.

The College-level strategic goals and Student Equity Plan metric-tracking are shared in College-wide venues such as [opening day convocations](#) and [Flex Days](#). Progress toward achieving the College mission and goals is also shared and discussed at constituent committees such as the Strategic Planning and Allocation of Resources Committee (SPARC), the [Institutional Effectiveness Committee](#) (IEC), the [Stewardship for Equity, Equal Employment and Diversity Committee](#) (SEED) and the [Enrollment Strategies Committee](#), all of which are made up of representatives from the faculty, classified professionals, management, and students. These committees review metrics and progress toward goals to ensure an informed and engaged participatory governance process. For example, the SEED Committee is responsible for development of the [Student Equity Plan](#) (SEP) and monitoring progress toward SEP goals in alignment with the EMP. [SEED tracks the SEP metrics and reviews and discusses progress toward goals](#) at its monthly meetings. In Fall 2024, IEC hosted a [campus-wide conversation](#) on achieving EMP Goal Five on fostering a thriving learning and work environment; [the presentation](#) linked campus climate data disaggregated by employee classification to EMP goals and outcome metrics, and the discussion centered on prioritization of proposed activities. Constituent Committee meetings are open to the public, and committee members solicit feedback from their constituents ahead of scheduled action items, and report out on committee presentations, discussions and decisions at constituent group and division meetings, thereby ensuring communication of all items that come through participatory governance. Through [required constituent committee orientations](#), members are made aware of their [responsibility for soliciting constituent input and communicating committee proceedings](#), including reporting on progress toward achieving the College mission and goals, to the divisions and constituent groups they represent.

College survey data and analyses used to measure progress toward the MVV and EMP goals are widely shared to internal and external audiences. For example, results of the 2022-2023 Campus Climate Review, including employee and student survey analyses, were shared through multiple campus presentations both in person and virtually, with all materials available on the [Climate Review website](#). All College-wide [survey results are posted to the College website](#) and are often shared at constituent committee meetings, and well as division meetings upon request. For those unable to attend real-time convenings, this information, including [recordings of virtual convenings](#), is made available on the PRIE website.

Lastly, the College's Marketing, Communications and Public Relations team plays a key role in communicating to external audiences through [College fact sheets](#), [press releases](#), the "PRIE Corner" in employee newsletters (for example, in [March](#) and [April](#) 2023 dual enrollment [information sheets shared with high school partners](#) and [annual reports](#) posted on the College's website and disseminated at the College's opening day every August. See [Standard 1.2](#) and [Standard 1.3](#) for college-wide data, including disaggregated data, that are readily accessible to both internal and external constituents.

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 success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes for all students.



**Skyline
College**
Achieve.



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 success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes for all students.

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 are rigorously developed and reviewed in accordance with [Board Policy 6.13](#). Skyline College offers 33 associate degree programs, 29 associate degrees for transfer (AD-T), 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 University of California and California State University course transferability, and the baccalaureate program in respiratory care are all included in the [College Catalog](#).

The [Skyline College Curriculum Committee](#) 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, in accordance with the College mission. The faculty, classified staff, administrators, and students who make up the committee bring expertise from a variety of specialized roles, including articulation officer, degree audit specialist, distance education coordinator, librarian, and transcript evaluator. Per the [Curriculum Handbook](#), committee members work together to recommend approval of new programs, degrees and certificates, courses, and general education curriculum; coordinate with the District Curriculum Committee; and provide collegewide curriculum direction.

The Curriculum Committee's responsibilities include, but are not limited to, review and approval of new and modified course outlines of record; new and modified programs, degrees, and certificates; courses for distance education; prerequisites, co-requisites, and recommended preparation for courses; course repeatability limits; assignment of courses to appropriate discipline(s); and discontinuation of courses, certificates, and degrees. The [curriculum development process](#) is driven by faculty and supported by deans and the Office of Instruction. Faculty proposing new or modified online curriculum are referred to the Skyline College [Center for Transformative Teaching and Learning](#) which provides services, facilities, and resources for faculty developing Distance Education curriculum. Faculty who teach via Distance Education are required to undergo special training described in [Standard 2.6](#).

After completing the steps in the Curriculum Development process, faculty initiate new and modified curriculum proposals (including Distance Education courses) in the web-based program CurricUNET. The curriculum is then submitted to the appropriate Division Dean who reviews and either returns the curriculum proposal to the faculty member with a request for changes or forwards the proposal to the [Technical Review process](#). Technical Review is conducted by the Curriculum Committee chair, instructional faculty on the committee, the College Articulation Officer and the Curriculum Specialist to ensure curriculum breadth, depth, and rigor are appropriate to the content level, adhere to best practices and comply with state regulations. The [Curriculum Handbook webpage](#) communicates the curriculum review and approval process and links to curriculum resources and guides.

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 (for example, [the catalog listing for the accounting degree](#)). PSLOs can also be found on the College website, listed within each academic program’s webpage (as with these [PSLOs for the accounting degree](#)).

The College’s regular curricular review cycle is aligned with [Comprehensive Program Review \(CPR\)](#), an in-depth self-examination involving curricular review, student feedback, and detailed outcomes data and industry analysis described in [Standard 2.9](#). The three-semester process begins with a detailed review of the program’s course outcomes data to inform the curricular review during the second semester. Each CPR includes sections on SLOs, 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. (See, for example, the [Administration of Justice Program’s CPR Report](#).) The 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 the 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 attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)

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](#) 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 includes a curriculum committee as the subcommittee responsible for these activities. Actions of the curriculum committees are subject to Board approval.

[Curriculum development is a faculty-driven process](#) following practices and procedures established by the Academic Senate and managed by the Curriculum Committee as described in [Standard 2.1](#). 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 career education (CE) programs, [advisory committees](#) include representatives from business, labor, community agencies, faculty, students and others, such as in this [advisory committee for the Automotive Program](#). Some CE 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](#) described in [Standard 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 including Title 5 requirements of the California Code of Regulations. The Curriculum Committee approves new programs, degrees and certificates and the general education curriculum; coordinates with the District Curriculum Committee; and provides collegewide curriculum direction as described by the Curriculum committee chair in the January 2024 [Instruction Office Newsletter](#).

Faculty, both full-time and part-time, act to continuously improve instructional courses and programs through student learning outcomes (SLOs) 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 (COR) that are approved by the Curriculum Committee, and are communicated to students via the course syllabus (for example, [ART 411 Syllabus](#) and [Course Outline](#); [BIOL 260 Syllabus](#) and [Course Outline](#)).

Program student learning outcomes (PSLOs) are communicated via the College Catalog and program websites and are assessed with course-level results “rolling up” to the relevant PSLOs (as shown in [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 [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.

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 ([Flex Day Equity Workshops-2021](#); [Flex Day Equity Workshops-2022](#); [Flex Day Equity Workshops-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 strategies around equitable pedagogical practices and outcomes for all students. Faculty mentors complete training with the National Equity Project. For more information on professional learning opportunities, see [Standard 3.2](#).

Along with outcomes assessment results, the Comprehensive Program Review process described in [Standard 2.9](#) affords time to conduct a thorough review of 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 COR holistically, for instance making connections between the SLOs and representative assignments and also in the larger context of the PSLOs. 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.

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 viewpoints. (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 [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 develop skills such as information literacy, civic responsibility, and the ability to engage with diverse perspectives.

For students beginning on or after fall 2025, Skyline College offers two GE patterns, both of which are detailed in the College Catalog: 1) [The Cal-GETC pattern](#) required for all associate degrees for transfer (AD-Ts) 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](#), a standing subcommittee of the Skyline College Academic Senate, for approval by the SMCCCD Board of Trustees. Students who entered the College before fall 2025 may continue to pursue other GE patterns in accordance with their catalog rights.

Skyline College's [Philosophy of General Education](#), published in the College Catalog 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. [Developed by a GE subcommittee](#) of the Curriculum Committee, the statement aligns with the principles laid out by the Association of American Colleges and Universities [Liberal Education and America's Promise](#) report.

The College's GE philosophy and curriculum are continually reviewed to ensure alignment with the College Mission-Vision-Values, articulation agreements for transfer to four-year colleges, SMCCCD Board Policy and all applicable laws. On changes that have a districtwide impact, the College Curriculum Committee 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 AD-Ts prompted a review and revision of the local associate degree in science GE requirements. As reported by [DCC minutes \(pp. 3-4\)](#), a districtwide [Curriculum Institute](#) on January 10, 2024 considered the [implications of AB 928](#) and discussed the various options available to the District. [Further districtwide 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 Curriculum Committee 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 resulting [revised local GE curriculum](#), approved by SMCCCD Board of Trustees on [March 26, 2025](#), improves clarity and accessibility for students while maintaining academic standards, and ensuring compliance with evolving state education policies. The most significant change to the local GE pattern was the addition of Area 7 - Kinesiology Activity, Personal Development, and Wellness, requiring 3 units. Determination of which College courses may be used to fulfill the requirements of each GE area is made by the Curriculum Committee. Through a process described in the [Curriculum Committee Handbook](#), faculty members may propose that courses be designated in the Skyline GE Areas or in the Cal-GETC pattern when proposing a new course or through the course modification process.

The effectiveness of the GE curriculum is evaluated by assessment of the [institutional student 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 2021-2022. 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 student learning outcomes. A pilot is underway in which faculty integrate the ISLO rubric criteria into their Canvas shell for their course, and [results are automatically visible via the online Nuventive Platform](#) that houses outcomes assessment and program review. For the indirect measure, students complete ISLO self-assessments via [online surveys](#), and the results, [posted to the College website](#), are disaggregated by student demographics to verify that outcomes are equitable across all student populations.

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 effectively communicates with students about the programs, services, and resources available to foster student success in accordance with [Board Policy 2.35](#). The mechanisms for ensuring clear, accurate, and accessible information with students include the College website, Canvas Dashboard notifications, emails, text messages, [events calendar](#), social media, campus announcements and classroom announcements. The college [homepage](#) content changes several times a year based on what is happening on campus. The College works with [Pope Tech](#) to meet accessibility standards to ensure that the website effectively communicates information to all types of students. Each academic program has a [dedicated web page](#), including degree and certificate information, program learning outcomes, course descriptions, and workforce information. Each student service program also [maintains its own website](#) which includes the services offered, hours, and the program student learning outcomes. There are approximately 126 individuals on campus trained to update the College website in Modern Campus, the

content management system used to manage the site. Also important for conveying information is the College Catalog, which is [reviewed and updated annually](#) for accuracy prior to publication. The [College Catalog](#) and the [Schedule of Classes](#) are available online and can be printed on demand as a PDF.

A major student communication initiative rolled-out in 2020 is the [districtwide Student Success Link \(SSL\)](#) developed in partnership with Salesforce. The SSL is both a customer relationship management system that allows College offices to serve students more effectively, and a tool for direct communication with students. [Students log into the SSL](#) through the student portal to view their “success plans,” a series of action steps developed by departments and programs and customized to each student, connect with their employee success teams, and to schedule appointments for student services such as counseling. The system also generates automatic messages and alerts to students, which the [MCPR team customizes to meet specific needs](#), and sends out weekly [student newsletters](#) listing all the events, activities, and resources available for the week. The district’s implementation of the SSL is ongoing, with [the student engagement system’s functionality expanding each year](#).

Innovation and improvement is also ongoing at the college level. The SMCCD team uses [research](#) about Skyline College student communication and social media preferences to develop more effective practices and reviews its College [guidelines](#) on the ways to communicate with campus annually for improvement. During the development of the current Education Master, it became evident that the key to fulfilling the goal of ensuring that “all students have the support and resources needed to achieve their educational goals,” would be to [raise student awareness and connection to existing programs and services](#). The College created new online “hubs” to help convey vital information to all students. Working with the Marketing, Communications, and Public Relations (MCPR) team, Student Services developed an online [student services hub](#) making student resources easier to find. Financial Aid and MCPR worked together to create a [financial aid hub](#) to demystify the financial aid process for incoming students. Distance education information and resources for students are communicated via the College’s [online education hub](#), which includes information on how to find an online or hybrid course, tools and technology supports for online course success, and academic support and student services for online students.

In addition to introducing new students to these hubs and other resources during [Orientation](#), the College recognized the need for timely reminders throughout the semester. To bolster the communications practices described above, the College partnered with [Motimatic](#) to deliver an innovative student engagement campaign during the Fall 2024 semester. Motimatic is able to deliver messaging to students via their social media accounts. The messages, known as “guideposts,” are designed to [motivate students and encourage use of resources](#) such as academic counseling and basic needs services. The message themes change over the course of the semester in alignment with the academic calendar to promote onboarding, self-care during mid-terms and finals, and reminders to enroll for the next semester.

Finally, [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. And on a more macro level, an [Annual Report](#) is produced annually in the summer to highlight the accomplishments of the College in the previous academic year.

**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 recently 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 consistent with best instructional practices and the needs of students. Prior to COVID-19, the [College Schedule of Classes](#) was primarily based on face-to-face instruction using a scheduling template to facilitate student scheduling without conflicts. The majority of courses, with the exception of summer, were offered using the Weekly Census accounting method. During and since the pandemic, 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 \(pp. 50, Article 19.2.7 and pp. 70, Article 26.1.1\)](#) and is integrated into resource planning. 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 to determine demand and retention; [college data dashboards](#) 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 [Administrative Leadership Unit Reviews](#); 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. Course scheduling is primarily driven by student demand and by program completion requirements

Input from instructional and counseling faculty ensures courses are scheduled in a modality and/or at a time/date/location that minimize overlapping required courses. 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. In 2024 the PRIE office [completed an analysis](#) of course schedules in the previous 5 years to confirm that the required courses for all Skyline College programs and certificates were offered at least every other year. The project confirmed that all active degree and certificate programs ran (not just scheduled) required courses with sufficient frequency to allow students to complete program requirements in a timely manner. The College requires programs to review [disaggregated time-to-completion data](#) as part of the Program Review Process, and both average time to completion and median number of units earned by first associate degree completers are among the metrics tracked and disaggregated as part of the [Education Master Plan student outcome metrics](#).

When programs are discontinued or when requirements change significantly, Skyline College will 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](#). The district's [Program Viability Process](#), published in the Skyline College [Curriculum Handbook](#), 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. 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. 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, a [teach-out plan](#) is developed to address how enrolled students will be accommodated. Students meet with counselors, faculty and deans as needed 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 student learning and achievement for all students.

Skyline College meets student needs by offering face-to-face, online synchronous, online asynchronous, hyflex 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. To evaluate effectiveness, program review data is [disaggregated by modality](#) as well as by demographic variables. (For more information about program review, see [Standard 2.9](#).)

Like many higher education institutions, Skyline College moved to nearly 100% distance education classes during the COVID-19 pandemic. When face-to-face instruction resumed in 2021, the College discovered that 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 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](#), 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.

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 and District funds. During summer 2020, the course prepared 650 faculty members districtwide 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 or hybrid 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, also 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 districtwide 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 distance education best practices into course design and delivery. The Handbook outlines the criteria used to ensure that distance education course delivery is “high quality, consistent, student-success focused, and integrated.” The criteria include Curriculum Committee processes for distance education, 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. Training on RSI includes [flex day workshops](#) and a two-hour [RSI Microcourse](#) developed by CTTL and available on demand from the state’s Vision Resource Center. The Distance Education Handbook covers a range of other topics including communication plans, accessibility and universal design, FERPA and copyright materials usage guidance.

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 PRIE 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 develop goals and associated plans to address any identified gaps. To promote and facilitate the College’s use of disaggregated course outcome data to guide decision-making and continuous improvement, the Office of Planning, Research, Innovation and Effectiveness (PRIE) reviews course outcomes trends each semester, comparing withdrawal and success rates for courses taught in more than one modality, reporting any notable findings to affected programs and area deans for further review and action.

2.7 The institution designs and delivers 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 in accordance with [Board Policy 7.39](#) and [Board Policy 7.40](#). Skyline College takes an institution-wide approach to student success, with specialized support and collaborative approaches spanning across all divisions. These varied and complementary academic and non-academic student support programs each have program student learning outcomes and leverage program review and assessment to evaluate access and overall effectiveness. (See [Standard 2.9](#) on program review and [Standard 1.3](#) on use of data for assessment.) The combined impact of these services and programs is also evidenced by Skyline College’s [Campus Climate Survey results](#) in which more than 90% of 1,170 student respondents reported agreement or strong agreement that “Skyline College offers the support I need to achieve my education goals” and that “Skyline College demonstrates a commitment to removing barriers to success for all student populations.” Agreement was consistently high across race and gender groups.

Skyline College has three primary retention and cohort completion programs: [Promise Scholars Program](#) (PSP), [Extended Opportunity Programs and Services](#) (EOPS), and [TRIO](#), offering comprehensive and specialized

counseling support, academic support, financial support and an engaged peer learner community. The programs work together to ensure incoming students are aware of and apply to these programs to maximize their potential for success. Students join these programs based on eligibility requirements, with the majority of the College's first-time, full-time students enrolled as Promise Scholars. Not to be confused with the similarly named State grant program, Skyline College's PSP [launched in 2018 as a replication of the very successful CUNY ASAP](#) model, and today serves more than 1,100 students annually. [PSP's model](#) of wraparound student support has been particularly impactful, helping to double Skyline College's [two-year and three-year graduation rate](#) of participating scholars. The state-sponsored [EOPS](#) and the federally-funded [TRIO](#) program have a long history of reducing equity gaps, increasing retention and academic success of disproportionately impacted students. Together, these three programs work to ensure students receive a streamlined experience of stacked supports.

Beyond these three retention programs, all Skyline College students have access to extensive advising, support and learning spaces. 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. The first of these academic and educational planning services is [General Counseling](#), which provides associate degree and certificate planning, transcript evaluations and course planning, transfer planning, and major/career exploration. To address the students' academic needs, [The Learning Center \(TLC\)](#) supports students by providing [tutoring](#), [supplemental instruction](#), and [workshops](#), as well as academic soft skill development through the [Peer Mentor program](#) and collaborative events. TLC's recent efforts have focused on closing equity gaps through innovative practices, including collaboration with Counseling, the [Educational Access Center](#), and the Student Equity and Support Programs Division 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](#).

For students in STEM courses, [the STEM Center](#) supports student success with resources such as [scholarship opportunities](#), a [hub for internships](#), and [work-based learning opportunities](#), as well as a place where students and staff can collaborate and build community. To ensure equitable outcomes, the Center's [Peer Instruction Leader program](#) provides several tutoring services for STEM transferable courses, including embedded tutors, [drop-in tutoring](#), and open lab assistance.

Supporting every department and discipline across campus, the [Skyline College Library](#) serves as a vital hub for teaching, learning, and student success. As an essential partner in education, it provides all students with access to quality information resources, fosters critical, media, and AI literacy, and creates welcoming spaces for intellectual exploration. The Library actively advances the institutional student learning outcome on Community Engagement by fostering inclusive, participatory spaces where students can connect, express themselves, and engage with broader social issues. Through creative workshops—such as photography and poetry broadside making—and partnerships with local organizations, the Library hosts [educational exhibits](#) like *The History of Civil Liberties in the U.S.*, and dynamic events including Banned Books Week, poetry readings, film screenings, and panel discussions. Over the past six years, the Library has expanded its impact through voter registration drives and initiatives that promote equity, access, and innovation, including technology loans and [Zero Textbook Cost/Open Educational Resources](#) (ZTC/OER) initiatives at the College. ZTC/OER efforts [have grown](#) to include hundreds of courses, helping to reduce financial barriers for Skyline College students. 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](#). Additionally, the Library fosters interdisciplinary collaboration and

supports undergraduate research through programs such as [uSOAR](#). Altogether, these offerings engage thousands of students each semester and position the Library as a central hub for meaningful community building on campus.

The [Transfer Center](#) is another campus student service that provides effective support for students who desire to transfer. [An analysis of Transfer Center use rates and outcomes](#) found that transfer-seeking students who used the Transfer Center were almost twice as likely to successfully transfer to a four-year college; however, only 29% of the College's transfer-seeking students made use of available services, such as comprehensive transfer services, resources, and events. Through their [comprehensive program review](#), the Transfer Center identified an opportunity to utilize the new [Student Success Link](#) and additional technologies to promote transfer success plans, event programming, and regular communication to increase student awareness and usage.

The College also addresses the non-academic needs of its students through a variety of student resources and services. First, all students have access to Skyline College's [Health and Wellness Services](#) providing health care, personal counseling services, health and wellness education and referrals to off-campus resources with a mission to cultivate a holistically healthy, safe and equitable community. Students can also easily access health information and services through the [SMCCCD Health Services & Personal Counseling Portal](#), allowing students to self-schedule appointments with clinicians, message clinicians and view and download health records. The College's health resources are available in person and online, and are promoted through regular outreach, including [events](#), [presentations](#), and [workshops](#), and are included in student orientations. The personal counseling team has also 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.

Another resource to help students with critical non-academic needs is [SparkPoint at Skyline College](#), which provides a variety of services, including a community [food pantry, food support, and groceries; temporary housing assistance; and financial coaching and budget planning services](#). While SparkPoint has long provided services to address students' basic needs, a [student survey](#) administered during the COVID-19 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-19 pandemic, as noted in their [comprehensive program review](#). Post-COVID-19, 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. Further, in fall 2024, the personal counseling team and SparkPoint 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.

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 provides a [wide-range of opportunities](#) that foster students' sense of belonging and effectively support students' unique educational journeys and needs. The College offers student life and leadership opportunities, contextualized learning communities, mentoring programs, and specialized support resources, as well as [dedicated gathering spaces](#) that are reflective and inclusive of the College's diverse student community. The

College assesses students' 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. Of the 1,170 students last surveyed, 83% agreed or strongly agreed that they felt they belonged at Skyline College, 11% were unsure, and only 6% disagreed. Results varied slightly across demographic groups, with at least 80% of each group across gender, race, age, first generation to college, and income levels reporting a positive sense of belonging.

Among the factors contributing to students' high sense of belonging and community is the [Center for Student Life and Leadership Development](#), 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 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. Another venue for engaging students in community is the College [athletics program](#), 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](#) by empowering students and building community partnerships through competition and collaboration.

The College also gives students a chance to build community and develop a deepened sense of belonging through participation in learning communities. Learning communities offering the opportunity to enroll in a preset group of classes with others who share the same passions, interests, or specific field of study include the following:

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

Mentoring support is another way that Skyline College increases students' sense of belonging and empowerment. Mentoring is included in the learning communities listed above and in the comprehensive success programs covered

more comprehensively in [Standard 2.7](#). In addition, the College provides the following specialized mentoring programs:

- [Women's Mentoring and Leadership Academy](#): 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](#): 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.

Finally, the College has a number of programs offering specialized support and community for specific student populations:

- [Undocumented Community Center \(UCC\)](#): 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](#): This program 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](#): A sub-program of Extended Opportunity Programs and Services (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](#): This 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](#): This 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](#): This program 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 & NextUp 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 \(EAC\)](#): The 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 alternate media, and [offers courses](#) to help students maximize the effectiveness of these tools.

- [International Student Program](#): This program provides student support services to F1 international students ([192 students from 32 different countries in Spring 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 four-year institution.

Each of these efforts maximize the possibility of Skyline students developing deep and meaningful connections on campus, engaging in community building, and building relationships with peers, faculty and staff that share and support their passions, identities, and interests. The [goals and outcome metrics](#) for the Education Master Plan reflect the College's ongoing commitment to fostering a strong sense of belonging and community among Skyline College students.

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 current [program review process](#) represents a complete redesign that grew out of a Strategic Planning and Allocation of Resources Committee (SPARC) [task force](#) launched in February 2020. The Comprehensive Program Review (CPR) Redesign Task Force's work included [interviews with Skyline College faculty and staff](#) who had recently completed program reviews. The Skyline College Office of Planning, Research, Innovation, and Effectiveness (PRIE) supported the task force by identifying colleges that had received ACCJC accreditation commendations for their program review processes and [interviewing people involved with those processes to learn from their practices](#). The work of the task force and discussions within SPARC culminated in a [set of recommendations](#) that were [adopted by the College Governance Council](#) (CGC) and approved by the College president in October 2020.

The first of these recommendations was to have a specific committee tasked with overseeing program review. A key finding from the interviews with exemplary program review practices at other colleges was the existence of a committee solely or primarily dedicated to managing and supporting program review. At Skyline College, program review had been loosely overseen by different committees over the years, but had never received the attention needed to see it thrive. Beginning in January 2021, the [Institutional Effectiveness Committee](#) (IEC), then a SPARC sub-committee and today a full-fledged constituent committee reporting to the CGC, took over responsibility for ensuring that program review be a meaningful and sound process for assessing and improving the quality of Skyline College's instructional and student support programs. The IEC includes faculty, classified professionals and managers from across the College and is tri-chaired by the College's coordinator of institutional effectiveness, a full-time faculty member, and an instructional or student services dean (alternating every three years).

A second implemented recommendation was to extend the CPR completion time. Skyline College faculty and staff members who had completed program review before 2020 described feeling rushed, stressed, and not having the time to reflect on the program data. With the CPR process now taking place over three semesters, space is allowed for a thorough analysis of the program and its environment so as to arrive at a long-term action plan. The cycle begins in a spring semester dedicated to in-depth program and student data review and analysis. The customized data packets provided by the PRIE office, described in [Standard 1.3](#), include detail and disaggregations that go beyond what is available from the [College's public data dashboards](#). This allows for thoughtful discussion and consideration among program staff about what curricular changes they may want to make.

A third recommendation led to the alignment of the program review calendar with the Curriculum Committee curriculum review schedule. Curriculum Committee leadership had noted that the previous program review calendar did not take curriculum review loads into account and that it would be helpful to continue bundling program and curricular review, so programs could review and think about course enrollment patterns and student outcomes data to inform curricular updates. Intensive support in updating curriculum is provided by the Curriculum Committee chair(s), instructional designer(s), and the coordinator of institutional effectiveness via the Summer Curriculum Institute, as well as by Curriculum Committee members during the school year. See [Standard 2.2](#) for more details.

A fourth adopted recommendation was to create opportunities for programs to have discussions about student learning and achievement beyond their own faculty and staff as part of the program review process. Today, in addition to dialogues within a given program and its dean and consultations with PRIE staff, faculty and staff undergoing program review partner with assigned IEC support teams throughout the three semesters to analyze the data research, and to develop goals and metrics for their CPR report and plan. [CPR Teams](#), typically made up of two to three IEC members, are trained to be [thought partners](#) with CPR programs undergoing review, which culminates in in-depth conversations and written [feedback](#) on the overall draft prior to submission. Dialogues for instructional program faculty also take place with the Curriculum Committee, instructional designers, and librarians. The CPR process culminates at the end of the second spring semester with a campus-wide event called the [CPR Share Outs](#). The IEC has tested out several formats for this popular event and has landed on a combination of poster sessions and “fireside” panel discussions with program faculty and staff. The event is an opportunity for programs to showcase successes, but also to share challenges in a safe space and to have an honest dialogue among colleagues and friends. [Recordings of past Share Outs](#) can be found on the college website.

The extended time allotted for completion of the CPR and the large number of programs to be supported through the processes required a change in the [program review schedule](#). The program review cycle was extended from six to seven years, with CPR occurring every seven years and an abbreviated Program Review Update (PRU) due twice between the delivery of a CPR and the start of the next cycle (approximately every two years). PRUs include progress made toward CPR goals, changing or adding goals as needed, and reporting on student learning outcomes (SLOs) assessments. The CPR, PRU, and SLO assessments, along with extensive program review data packets described in [Standard 1.3](#) are all managed via a single online [Nuventive Improvement Platform](#) for simple integration and tracking.

Examples of program reviews that led to improvements and innovations in support of equitable student achievement include:

- [Network Engineering Technology](#)'s use of intentional outreach efforts to address access for underrepresented populations.
- The [Promise Scholars Program](#)'s move to increase collaboration with TRIO and Extended Opportunity Programs and Services to improve efficiency and ability to serve more students.
- [Cosmetology](#)'s creation of a new Barbering Program intended to appeal to and support underrepresented student populations
- The [Transfer Center's](#) programming to increase the frequency of use by historically disadvantaged students to close the transfer attainment gap.

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.



**Skyline
College**
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Standard 3: Infrastructure and Resources

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- 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 mission fulfillment. (ER 8, ER 14)**

Personnel Management and Human Resource Development is a District function encompassing recruitment, testing, selection, appointment, classification and pay, benefits administration, counseling, employee development and training, employee recognition and components of staff evaluation per [Board Policy 2.11](#). The [SMCCCD Office of Human Resources](#) supports the needs of all three colleges to hire the most qualified administrators, faculty, and classified professionals to support and sustain the College's educational services and improve student success. Human Resources works closely with each college to ensure [qualified personnel at all levels](#) to support the institutional [Mission-Vision-Values](#) (MVV), including a steadfast commitment to equity and diversity. The District 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 MVV 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.

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 include the process for selection of screening committees ensuring appropriate constituent group representation. 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.

Following the [College's and District's approval process for filling a new or vacant position](#), District Human Resources works closely with the College hiring manager to draft a position announcement detailing the qualifications for the

position. 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, an orientation described in the selection procedures document (see, for example, [section III. C. of AP 2.03.1](#)) is provided to screening committee members. The orientation includes written information on what is expected of committee members, the importance of confidentiality, education about the potential for unconscious bias, development of a rating form of key response elements 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 attest 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 success for all students 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 that are aligned with the District mission and goals. The District has established the [Professional Development Academy](#) that provides professional development opportunities for all faculty and staff on topics such as success in the workplace, office technology, health and 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 and Title IX.

The Board of Trustees also supports two initiatives designed to support professional development related to equity and social justice. First, the District sends a team of up to 30 individuals each year to participate in the Museum of Tolerance's [Tools for Tolerance training](#). Second, the District has sent a delegation each year since 2022 to the [National Conference on Race and Ethnicity](#).

At the campus level, professional development opportunities that align with the College's mission and goals are readily available to faculty, classified professionals, and administrators. In particular, flex day programming, coordinated by the [Center for Transformative Teaching and Learning](#) (CTTL), provides robust training in alignment with the College mission and goals for faculty and classified professionals in multiple categories contributing to the [improvement of instruction and student services](#). [Flex day](#) activities are coordinated either through the District, the College, CTTL, Academic Senate or Classified Senate and offered in a variety of modalities. Flex day sessions

are evaluated via [participant surveys](#) to ensure that offerings are meaningful and relevant in meeting institutional and employee needs.

In addition to coordinating flex days, the CTTL provides a range of professional development opportunities for faculty related to areas such as [instructional technology](#), [instructional design](#), [zero textbook cost resources](#), and [distance education](#). CTTL professional development can be completed through individual consultations, workshops, short online Canvas courses, or other events. The CTTL also offers a variety of [equity oriented workshops and resources](#) in various formats, including asynchronous [micro courses](#) on culturally responsive teaching and individual equity coaching. 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](#), the District supports an Academic Employee Professional Development Program funded at the level of 1% of the District budget for regular and third- and fourth-year tenure track academic employees. Options include conference attendance, short-term projects of three 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 professionals may request up to [\\$1,000 per year to fund conferences or training of their choice](#). 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. 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 employees with a potential substance-abuse issue, management of 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 using criteria that align with the College mission and goals, as specified in [Administrative Procedure 2.09.1](#) and in respective [collective bargaining agreements](#). [Evaluation procedures](#) and evaluation forms vary by employee group and are published on SMCCCD's Human Resources website. All comprehensive performance evaluations include discussion between the individual supervisor and/or evaluation committee and the employee regarding job performance strengths, expectations, and areas for improvement. 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 District website. These procedures differ based on tenure status (tenured, tenure-track, or adjunct) and involve student questionnaires, self-assessments, portfolio reviews, classroom observations, and the dean's assessment. 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 each year 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 5.56](#). Evaluations are conducted on an [annual basis with a caveat](#) that evaluations will move to biennial frequency after a permanent employee has received two consecutive “meets expectations” or better evaluations. 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 academic supervisor or administrator who satisfactorily completes the first two years of service is evaluated every other year, alternating between regular and comprehensive evaluations. Employees who receive a less than satisfactory evaluation are subject to comprehensive evaluations on an annual basis until they receive two consecutive satisfactory ratings, and then they 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.

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 achievement of success for all students. (ER 18)

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 and the use of fiscal resources as a means to uphold the College’s mission to support learning programs and institutional effectiveness in accordance with maintaining public trust. The District uses a revenue-sharing [resource allocation model](#) to determine funding levels at the respective college sites. In AY 2024-2025, more than 17,500 unique students attended the College, whose enrollment translated to 6,512 full-time equivalent students, an [increase of 3.4% and 2.9%](#) respectively over the previous year. 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 \$29,373,358. 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](#). 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](#) combines funding originating from the State of California (via 2017 Assembly Bill 19), the San Mateo County Community College 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](#), a subcommittee of the District Participatory Governance Council, focuses on budget planning and gives 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 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.

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 \(MVV\)](#) guides decisions and prioritization for financial planning that is integrated with institutional planning in a fundamental way. The [Education Master Plan](#) (EMP) 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 the MVV. This integrated planning process provides all programs the opportunity to request fiscal resources, facility, maintenance, staffing, resource and equipment needs annually as part of the [program review](#) process, a self-evaluation process by which program faculty and staff assess alignment with the College MVV, consider changes to the environment in which their program exists, and develop strategies to enhance program effectiveness. Skyline College uses three different instruments in the ongoing cycle of program review: [Comprehensive Program Review](#), [Program Review Update](#), and [Administrative Leadership Unit Review](#). These planning activities are then aligned with the [Full-Time Equivalent Faculty Allocation Committee](#) (FTEFAC), the [Classified Professional/Administrator Position Request](#), and [Annual Resource Request \(ARR\) processes](#). Based on available funding, SPARC recommends to the 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. A prime example of how is the MVV integrated into planning and resource allocation through [the College's EMP](#) is Strategic Goal Six pertaining 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 fiscal year 2024-2025 while enjoying a 15.8% increase in FTES.

Financial information is disseminated in a variety of ways. The College President and administration regularly

present enrollment, instructional, financial and operational information to [key constituencies and decision-making bodies](#) through the governance process, including [detailed reports](#) to the [Strategic Planning and Allocation of Resources Committee](#) (SPARC) committees and [College Governance Council](#) (CGC), which holds monthly meetings open to the public. The Vice President of Administrative Services, College Business Officer, and Finance and Operations Manager work closely with College administrators and with SPARC by reviewing financial reports—including those on permanent payroll or “position control” which comprises 69.6% of the total institution unrestricted expenditure budget ([Budget 101, p. 10](#))—as well as providing [oversight and training resources](#). Non-position control costs (e.g., hourly employees, supplies, travel, meals, and 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.

Beyond the College, [the District Committee on Budget & Finance](#) (DCBF), a district-wide participatory governance committee with representation from all constituencies at the three colleges, reviews 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, which meets regularly during the fall and spring semesters, receives information concerning enrollment, ongoing commitments, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities ([Adoption Budget, p. 14](#)). Meeting minutes, agendas, and reports are posted on the DCBF website.

The SMCCCD Executive Vice Chancellor in conjunction with the Chief Financial Officer 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](#). Because the District is a community-supported “basic aid” district, the general unrestricted revenue has been relatively stable. The [District Resource Allocation Model](#) (pp. 82-83) is designed to be simple, predictable and stable, and in accordance with the [District’s mission and goals](#).

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 fiscal resources through appropriate control mechanisms and by widely disseminating dependable and timely information for sound financial decision-making that sustains institutional and District mission fulfillment. The District and Skyline College comply with established policy and procedures, 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-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 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](#), the Board approved [Board Policy 6401](#) and [Administrative Procedure 6401](#), outlining the authority and scope of the performance audit function and providing standards and guidelines for the PAU. The administrative procedure 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 fiscal year 2024-2025 [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.

The District also engages the services of independent external auditors to conduct [annual audits](#) of all financial records of the District, including all District funds, student financial aid, bookstore, and Associated Students funds. 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 [District annual audit report](#) 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. Bond expenditures are regularly reviewed and are consistent with regulatory and legal restrictions. At the December 11, 2024 Board meeting ([Items 14.5-14.8](#)), the receipt and acceptance of five separate audits was approved by the Board. No findings or recommendations were cited regarding the financial management of grants or special funds.

Responsible and appropriate use of financial resources is ensured through a variety of other internal control mechanisms at the District and campus levels. 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 serves as a guide for 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](#) provides reports on program financial data to enable review of expenditures and budget and approves all journal entries and requisitions. Managers review and approve monthly procurement card expenditures, reimbursements, [personnel requisition forms](#), [personnel action forms](#), 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. Capitalized equipment is tagged and inventoried upon purchase. A physical audit is conducted annually at each site and records updated accordingly by [District general purchasing procedures](#). 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.

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)

The District annually uses the [Resource Allocation Model](#) and provides the College with three-year projections to facilitate short-term and long-term planning. Beginning in 2018-2019, the District reached its goal of setting aside 15% reserves. Effective 2024-2025, the District adopts budgets that plan for and 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 the Government Finance Officers Association ([Adoption 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 of expending these funds except in an emergency. The District also employs the California Community Colleges Sound Fiscal Management [Self-Assessment Checklist \(Adoption Budget, pp. 88-92\)](#), included in the supplemental section of the annual adoption budget, as a benchmark to gauge long-term and short-term financial sustainability.

At the College level, the [Strategic Planning and Resource Allocation Committee](#) (SPARC) recommends to the [College Governance Council](#) (CGC) an unrestricted fund budget, based on available funding, that is stable enough to allow for funding positions, programs and services, as well as account 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 spending up to budgeted limits. SPARC [recommends budgets](#) to the CGC in alignment with the [principles](#) supported by the Board of Trustees. The College considers other short- and long-term liabilities such as faculty unit 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 ([Adoption 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 SMCCCD 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 lessens the restrictive aspects of the trust and allows 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 Governmental Accounting Standards Board 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") ([Adoption Budget, p. 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 Board is directing 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 2024-2025, totals \$65,960,519 ([Adoption Budget, p. 53](#)), which includes debt reduction principal and interest payments, and 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 Adoption Budget illustrates the long-term debt service of the District ([Adoption Budget, p. 94](#)).

The District's financial standing continues to be strong and stable. Since the District achieved community-supported, basic-aid status, it has not received general apportionment (Student Centered Funding Formula) payments from the State. Many years ago, Tax and 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, the Board of Trustees adopts 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. 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 2025-2026 in relation to [District cash flow \(p. 12\)](#) to ascertain if short-term borrowing will be required in 2025-2026; 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 District uses 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. [Board Policy 6.80](#), [Board Policy 8.13](#), and [Administrative Procedure 8.13.1](#) provide the directive and structure that ensures all College activities both on and off-campus are safe, sufficient and secure.

In terms of construction and improvement, the Skyline College [Facilities Master Plan \(pp. 79-133\)](#) contained within the District Facilities Master Plan aligns with the College MVV and the [Skyline College Education 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 the 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](#), which was approved in 2014 by the San Mateo County voters. The \$386 million general obligation bond provided funds 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 the 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, the Distributed Antenna System (New Construction), Outdoor Athletic Facilities–Fields, Courts, Track, Cages and Fencing (Renovation) and Boiler/Flue Plant (Repair).

The District and College ensure safe and effective physical resources in a variety of ways. While facilities is centralized under the District Facilities Planning, Maintenance, and Operations Department, the [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](#). The facilities department is also responsible for the maintenance and operations of campus facilities and grounds. Off-campus locations where business is conducted regularly, such as BAEC, are also assessed and maintained to ensure facilities and equipment are in good working order per established agreement.

Several processes exist for campus maintenance, safety and improvement. [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](#)). When facility issues arise, employees can request 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 also systematically checked throughout the day for cleanliness and safety.

The District 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. 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](#).

District facilities also provides needed resources in the event of an emergency. Emergency phones, designated evacuation zones and [Automatic External Defibrillators](#) 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](#).

[Public Safety is also centralized to the District](#), with individual [captains and officers assigned to each College](#). The campus community can file [anonymous health and safety incident reports](#) to Public Safety. College and District committees also work to ensure the safety of the campus. The College [Health, Safety and Emergency Preparedness Committee](#) (HSEPC) meets every month, except during 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 according to [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 and 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.

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

Before decisions are made concerning technology, ITS is consulted by the College to ensure that any acquisition and/or implementations are consistent with District standards and will be supported by District ITS. Instances of collaboration with ITS include the rollout of the district-wide [cloud-based printing](#) solution for students, the design and installation of a Distributed Antenna System to improve campus cellular service ([Board Agenda, p. 15](#)), and the district-wide [classroom technology upgrade](#) of 16 hyflex classrooms completed in summer 2022 to allow for face-to-face and online teaching modalities to be supported in the same classroom space.

The College assesses its technology needs and resources through the lens of the [College Mission-Vision-Values](#), the [Education Master Plan](#), and the [Skyline College Technology Plan](#), which is developed by the [Technology Advisory Committee](#), utilizing program reviews, technology replacement practices, technology surveys, college-wide communication, institutional effectiveness, operational systems, equity, student access, and student success. Examples of technology resources that support educational services and operational functions at the College include smart classrooms; moveable technology stations that can be placed in non-smart classroom spaces; wireless access throughout the campus; computer labs for instruction, library, and student services; a Center for Transformative Teaching and 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; 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.

Additionally, students can 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](#). The District provides students with 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](#).

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 have access to similar technologies in offices located around campus. Skyline classrooms are outfitted with standard technologies for teaching and learning, including projectors, screens, A/V with HDMI cables, and a control panel.

Technology replacement planning for the College is supported by the District’s ITS office in collaboration with the Vice President of Administrative Services. In accordance with the [SMCCCD Strategic Plan for Information Technology](#), 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 four 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 College’s operational functions are 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. The [College website](#) and its subdomains are overseen by [Marketing, Communications and Public Relations](#) (MCPR). 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 various departments and campus groups. Departments review their websites at least once per semester to ensure that all information provided is accurate, useful, and up-to-date for students, employees, and the 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.

Both the District and College have protocols, policies and procedures in place specifically designed to ensure the safe and appropriate use of technology, including [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.

The District has a number of strategies in place in the event of financial, environmental, or technological emergencies. First, the District 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 [Adoption Budget \(p. 13\)](#) 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 the Government Finance Officers Association.

The District budget includes substantial reserves for budget contingency, emergency response, and cash flow. In the [2024-2025 budget \(p. 15\)](#) the reserve was equivalent to 17.66% of the total budget, an amount in excess of \$38 million. 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 and instead adopts an [Interfund Transfer resolution](#) in June to buttress against potential cash flow issues in July.

To mitigate risk in a fiscally responsible manner, the District has employed various risk management programs over the years as specified under [Board Policy 8.40](#). Such programs have included participating in a Joint Powers Agency 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 ([Board Agenda, Item 8.2](#)). The annual cost of primary lines of coverage has escalated from \$1 million in fiscal year (FY) 2015-2016 to \$4 million in FY 2023-2024. In addition, under the current model, administrative fees have ranged from \$162,000 to \$224,000 per year over the last 10 years. The 2024-2025 Adoption Budget approved by the Board of Trustees includes a table with the different policies, carriers and coverages held by the District ([Adoption Budget, p. 21](#)). The Self- Insurance Fund is used to fund and manage the expenses associated with this risk management program ([Adoption Budget, p. 20](#)).

Additionally, the District has an [Office of Emergency Management \(OEM\)](#) that strives to safeguard individuals and assets during environmental emergencies to ensure the uninterrupted functioning of businesses and educational activities. The OEM [prepares](#), disseminates and assesses the District's [Emergency Action Plan](#), regularly tests [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](#) which 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.

District ITS employs multiple [cyber security measures](#) to provide reliable access, safety, and security for the College's technology infrastructure. The College campus connects to Corporation for Education Network Initiatives in California'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 offers various functions, including enhanced perimeter protection from denial of service, virus, zero-day attacks and malware attacks, as outlined in the Skyline College [Technology 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 Very Early Smoke Detection Apparatus (VESDA) 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 where database and application data is backed up in multiple ways. 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.

In sum, Skyline College and SMCCCD have plans, procedures and resources in place to identify, assess, and mitigate various risks through a combination of insurance, financial reserves, robust emergency preparedness, and the involvement of dedicated personnel and committees.

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.



**Skyline
College**
Achieve.



Standard 4: Governance and Decision-Making

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

Skyline College explicitly commits to the principles of academic freedom, academic integrity, and freedom of inquiry. The foundational role these principles play in fostering an environment conducive to intellectual growth and the pursuit of truth is upheld and communicated through institutional practices and district policies.

[SMCCCD's 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 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](#).

The College's [Statement on Academic Freedom](#) affirms that faculty members have the right to express their informed opinions related, directly or indirectly, 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 District and the College demonstrate their commitment to freedom of inquiry, creating a learning environment where diverse ideas can be freely exchanged and critically examined. [Board Policy 2.21](#) refers to the District Academic Senate's [Statement of Professional Ethics](#) which details faculty members' commitment to intellectual honesty, and to the [Student Code of Ethics](#) emphasizing academic honesty which was adopted by the Associated Students organizations of all three district colleges, including Associate Student of Skyline College.

By engaging in scholarship that is honest and ethical, faculty and students contribute 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.

The principle of academic integrity is further upheld through [Board Policy 7.69](#) on student conduct, and the related [Administrative Procedure 7.69.1](#), which lists dishonesty, including cheating or plagiarism, as a prohibited actions subject to disciplinary procedures. The importance of academic integrity is elaborated on in the [Student Code of Conduct](#) located in the College Catalog and on the website, and on the College's statement on [Academic Integrity and Honesty](#), also published on the College website. Per the college's [Syllabus Checklist](#), course syllabi must refer students to the Code of Conduct and specifically to the statement on Academic Honesty/Integrity. District Administrative Procedures [7.69.2](#) and [7.69.3](#) detail the student disciplinary procedures and sanctions for violations of the Student Code of Conduct. The disciplinary process and appeals procedure are clearly outlined in the College

Catalog and can be [viewed and printed](#) from the College Website. The Office of the Vice President of Student Services uses Advocate software to maintain and manage records of students who have engaged in academic dishonesty.

In sum, the Academic Freedom policy's emphasis on professional competence, rigorous inquiry, and the pursuit of truth aligns closely with the core values of academic integrity and freedom of inquiry. 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.

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 website](#) which serves as an online guide to decision-making at the College. The Participatory Governance site includes descriptions of the participatory governance structures and related procedures, as well as links to the numerous committee websites containing information about the committee's charge, membership and meeting times. These resources, available via the College's public 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 policy and directives, followed by [SMCCCD Board Policies 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 three college Academic Senates, representing faculty and making recommendations to the District administration and 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 all three 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.

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](#), and includes administrators 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 online [Participatory Governance Guide](#) aligns with Board policy and details the process by which the College constituent groups take part in participatory governance at the College. 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, and 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 importance to the College: 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 constituent committee is empowered to bring recommendations directly to the CGC.

To ensure that Skyline College community members have an opportunity to voice informed opinions 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), go 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. In this way, major decisions are thoroughly vetted even before coming to CGC for a first read and vote on a recommendation to the College President. An example of this the 2024-2025 process for approval of revisions to the College Mission-Vision-Values described in [Standard 1.1](#).

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 promotes successful outcomes for all students.

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 implementing 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 then 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 which the [CGC unanimously approved](#) on May 20, 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 to continue to examine the College's governance structures and procedures and develop further recommendations for improvement. 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 10 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 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, 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. The PCI Participatory Governance Task Group began drafting a new College Participatory Governance Guide to clarify participatory governance processes and to consolidate the reforms made since 2018 into a single [online reference tool](#).

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 (CPR) 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 to learn 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, comprised of key constituents in 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. For more information on program review see [Standard 2.9](#).

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)

The SMCCCD Board of Trustees, an independent, policy-making body elected by the citizens of San Mateo County, is 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.

[Board Policy 2200](#) outlines the duties and responsibilities of the Board, including oversight of educational quality, integrity, legal matters, and financial stability. [Board Policy 2310](#) describes the [regular monthly meetings](#) of the Board which are posted on the Board's website. The Board's meeting schedule includes occasional "study session" meetings that allow the Board to more thoroughly review and discuss topics, generally those relating to student success and to 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. These practices are detailed in the [Board of Trustees Handbook](#).

The Board ensures that the [District Mission](#) guides decision-making and is at the heart of the planning process as described in the fall [2024 Board Report regarding District Strategic Plan Development](#) and [Board Policy 2.75](#) on Institutional Planning and Effectiveness. In June 2025 the [Board approved](#) the current [District Strategic Plan 2025-](#)

[2030](#), “SMCCCD: Future Focused,” along with updated District Values, Strategic Goals, Strategic Initiatives, Metrics and Targets.

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](#) that set expectations for quality, equity, integrity, and improvement of the District administration and student learning programs and services at the colleges 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 five-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 four-year college rates, all disaggregated by gender, race/ethnicity, and other student demographics. 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](#).

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 report \(pp. 4-5\)](#) prepared by an independent certified public accountant, as well as independent performance audits of bond measures.

The Board regularly reviews and assesses all Board policies for effectiveness in fulfilling the District's Mission. [Board Policy 2410](#) requires the administration, in conjunction with the appropriate constituencies, to review each policy for accuracy, currency and relevance 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.

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.

The chief executive officer of 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.” [Board Policy 2430](#) gives the Chancellor complete authority to administer Board policies and to take administrative action to ensure effective operations and fulfillment of the District Mission.

[Administrative Procedure 2.02.1](#) provides detailed guidance for all stages of the selection process for the Chancellor, including the 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 conducted a [national search](#) for a new Chancellor during the 2023-2024 academic year, beginning with a [Board discussion](#) of the process and timeline. In September 2023, the [Board adopted](#) revised selection procedures and a timeline for their search process. On April 24, 2024, the [Board approved](#) an employment agreement with Melissa Moreno, J.D., who had been serving as the interim Chancellor and had previously served as President of Skyline College.

The Board sets clear expectations for the Chancellor in the [position description](#) and in their [annual Board goals](#) which enumerate the support the Board expects from the Chancellor in achieving their goals and priorities in a given year. [Board Policy 2435](#) specifies that the District Chancellor will be evaluated by the Board annually, using an evaluation process developed and jointly agreed to by the Board and the Chancellor. Performance goals and objectives developed in accordance with [Board Policy 2430](#) are among the evaluation criteria used. [AP 2.02.2 Chancellor of the District: Evaluation](#) lists the performance areas for evaluation and references where to find an [evaluation instrument](#).

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)

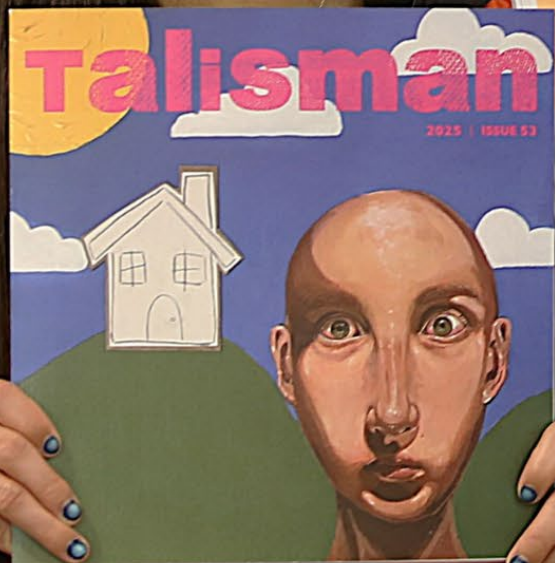
The District [Mission Statement](#), reviewed every three years via a broad-based participatory governance process, guides the Board's work as a collective unit and provides a framework for District strategic planning, prioritization, and resource allocation decisions in a manner consistent with the values of the three colleges.

Several policies direct the Board to function effectively. [Board Policy 2330](#) outlines how the Board makes decisions. [Board Policy 2200](#) 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. The Board acts in decisive and meaningful ways appropriate to the circumstances. In 2019, when allegations of fraud came to light concerning the then long-time Chancellor, the Board promptly took action to [appoint a new interim Chancellor](#) pending investigation. This was an instance when the Board acted quickly in the best interest of the District and its colleges.

In 2023 and 2024, the Board hired and worked with an external facilitator to update Board policies to make them usable, clear, and compliant with legal updates and the California League of Community Colleges numbering system. The facilitator was also contracted to develop a new [Board of Trustees Handbook](#) and Board goals; this new handbook was adopted by the Board in [October 2023](#), and, after more than a year of discussion and refinement, the [Board adopted new goals in August 2024](#).

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 [August 2024](#), the Board discussed the results of the [Board of Trustees Self-Evaluation 2024](#), including areas of progress and areas of improvement.

REQUIRED DOCUMENTATION



**Skyline
College**

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	ACCJC 2020 Reaffirmation Letter Education Master Planning Process CCCCO Bachelor's Program Approval Letter
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	M-V-V Institutional Review Procedures 2023 Education Master Plan (linked in Standard 1.1 , Standard 1.2 , Standard 1.4 , Standard 3.1 , Standard 3.4 , Standard 3.5 , Standard 3.9 , and Standard 4.3)
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	SMCCCD Board Minutes- June 28, 2023 (MVV included in EMP document)
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	ACCJC Institutional Goal Setting Procedures Education Master Planning Process
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	2023 Education Master Plan (linked in Standard 1.2 , Standard 1.4 , Standard 3.1 , Standard 3.4 , Standard 3.5 , Standard 3.9 , and Standard 4.3) 2024 ACCJC Annual Report (linked in Standard 1.2)

Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable</p> <p>(See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p>California Code of Regulations Title 5 § 55002.5. Credit Hour Definition</p> <p>California Community Colleges Term Length</p> <p>Board Policy 6.05 – Academic Calendar</p> <p>Board Policy 6.11 – Requirements for Degrees and Certificates</p> <p>Board Policy 6.12 – Definition of Credit Courses</p> <p>2025-2026 College Catalog (linked in Standard 1.1, Standard 2.1, and Standard 2.4)</p> <p>2025-2026 Curriculum Handbook</p>
<p>ii. Documentation that the institution's transfer of credit policies include the following: Any established criteria the institution uses regarding the transfer of credit earned at another institution Any types of institutions or sources from which the institution will not accept credits A list of institutions with which the institution has established an articulation agreement Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning</p> <p>See Policy on Transfer of Credit</p>	<p>2025-2026 College Catalog (linked in Standard 1.1, Standard 2.1, and Standard 2.4)</p> <p>2025-2026 Curriculum Handbook</p> <p>Board Policy 6.18 - Credit for Prior Learning</p> <p>Credit for Prior Learning Website</p> <p>Board Policy 6.24 - Articulation</p> <p>Administrative Policy 6.24.1 - Articulation Board Policy 6.26 – Transfer of Credit and Graduation and/or Certificate Program Requirements for Students Who Transfer among the District's Colleges</p>
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p>	<p>Board Policy 2.35 – Use of District Communications Systems (pp. 26, 56)</p> <p>Administrative Procedure: 2.35.1 Access to District Email (p. 56)</p> <p>Board Policy 3.15 Employment Requirements (p. 40)</p> <p>Board Policy 7.01 Admissions and Concurrent Enrollment</p> <p>Board Policy 7.23 Athletics</p>

	Board Policy 7.37 Open Enrollment Academic Freedom (linked in Standard 4.1) College Leadership Contact Skyline College Mission-Vision-Values (linked in Standard 1.1 , Standard 1.4 and Standard 3.9) Faculty List
iv. Documentation of clear policies and procedures for handling student complaints, including: Evidence that these policies/procedures are accessible to students in the catalog and online; Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	Grievance Process - Catalog Grievance Process - Website Board Policy 7.69 – Student Conduct Administrative Procedure 7.69.1 – Standards of Student Conduct (linked in Standard 4.1) Administrative Procedure 7.69.2 – Student Disciplinary Procedures (linked in Standard 4.1) Administrative Procedure 7.69.3 – Student Disciplinary Sanctions (linked in Standard 4.1) Board Policy 7.73 – Student Grievances and Appeals Administrative Procedure 7.73.1 – Student Grievances and Appeals Information for Filing Complaints with Accreditors
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: Accurate and consistent implementation of complaint policies and procedures No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit

vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	Interim Board Policy 5040 – Student Records, Directory Information, and Privacy Transcript Request Process Release of Information Process Skyline College Privacy Rights of Students
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	Board Policy 6.13 – Curriculum Development, Program Review, and Program Viability (linked in Standards 2.1 , 2.2 , and 2.5) Administrative Procedure 6.13.1 - Curriculum Development, Program Review, and Program Viability (linked in Standard 2.5) Skyline College Curriculum Handbook Program Viability Process Program of Study Discontinuation and Student Communication Guide (linked in Standard 2.5)
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: Findings from any audits and program/other review activities by the U.S. Department of Education (ED) Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	Board Policy 7.56 Collection of Delinquent Loans and Other Financial Obligations SKY Title IV Programs Recertification (pending) Measure H Financial Audit Report 2024 Measure H Performance Audit Report 2024 SMCCCD Foundation Audit Report 2024 No U.S. Department of Education audits have been conducted at Skyline College.

FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
<p>x. Documentation of institution's: Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) Policies regarding protection of student privacy</p> <p>See Policy on Distance Education and on Correspondence Education</p>	<p>Administrative Procedure 6.12.1 - Distance Education (linked in Standard 2.6)</p> <p>Distance Education Handbook (linked in Standard 2.6)</p>
REQUIRED ONLY IF APPLICABLE	
<p>xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	Not applicable
<p>xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	<p>Board Policy 6.18 - Credit for Prior Learning</p> <p>SMCCCD Credit for Prior Learning Website</p>
<p>xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services</p>	Not applicable
<p>xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs</p>	Not applicable

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	<p>Skyline College Administrative Services Process</p> <p>SMCCCD Board Policy 2.20: Equal Employment Opportunity (linked in Standard 3.1)</p> <p>SMCCCD Faculty Screening Procedures</p> <p>SMCCCD Administrative and Classified Selection Procedures (linked in Standard 3.1)</p> <p>SMCCCD College President Selection Procedures (linked in Standard 3.1)</p> <p>SMCCCD Screening Committee Training (linked in Standard 3.1)</p> <p>SMCCCD Employment Polices</p> <p>See Standard 3.1 for additional documents.</p>
ii. Employee handbooks or similar documents that communicate expectations to employees	<p>Skyline College Human Resources Website New</p> <p>Hire Welcome Packets - District Downloads</p> <p>SMCCCD Human Resources Website</p> <p>SMCCCD Human Resources Policies Website</p> <p>SMCCCD Facilities Planning, Maintenance, and Operations Employee Handbook</p> <p>Sample Employee Onboarding Guide</p>

<p>iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)</p>	<p>SMCCCD Audit Reports Website (linked in Standard 3.4 and Standard 3.6)</p> <p>SMCCCD Adoption Budget Report, 2021-2022</p> <p>SMCCCD Adoption Budget Report, 2022-2023</p> <p>SMCCCD Adoption Budget Report, 2023- 2024</p> <p>SMCCCD Adoption Budget Report, 2024-2025 (linked in Standard 3.4, Standard 3.5, Standard 3.7, Standard 3.9, Standard 3.10 and Standard 4.4)</p> <p>SMCCCD Adoption Budget Report, 2025-2026</p>
<p>iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)</p>	<p>SMCCCD Adoption Budget Report, 2024-2025 (linked in Standard 3.4, Standard 3.5, Standard 3.7, Standard 3.9, Standard 3.10 and Standard 4.4)</p> <p>SMCCCD District Committee on Budget & Finance (linked in Standard 3.4 and Standard 3.5)</p> <p>Skyline College Administrative Services Process</p> <p>Skyline College Integrated Planning and Resource Allocation Model (linked in Standard 3.1 and Standard 3.4)</p> <p>Skyline College Planning and Resource Allocation Calendar (linked in Standard 1.4 and Standard 3.4)</p> <p>Additional related documents are included in Standards 3.4 and 3.5.</p>

<p>v. Policies guiding fiscal management (e.g., related to reserves, budget development)</p>	<p>SMCCCD Administrative Procedure 8.00.1: Fiscal Management (linked in Standard 3.4 and Standard 3.7)</p> <p>SMCCCD Administrative Procedure 8.11.1: District Budget (linked in Standard 3.4 and Standard 3.7)</p> <p>SMCCCD Board Policy 6401: Performance Audits (linked in Standard 3.6)</p> <p>SMCCCD Administrative Procedure 6401: Performance Audits (linked in Standard 3.6)</p> <p>Additional related documents are included in Standards 3.4, 3.6 and 3.7.</p>
<p>vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems</p>	<p>Board Policy 2.34 Computer and Network Use (linked in Standard 3.9)</p> <p>Board Policy 2.35 Use of District Communication Systems (linked in Standard 3.9)</p> <p>Skyline College Computer Use Policies for Students (linked in Standard 3.9)</p> <p>Skyline College Technology Plan (linked in Standard 3.9)</p> <p>SMCCCD Strategic Plan for Information Technology 2019-2024 (linked in Standard 3.9)</p> <p>SMCCCD Strategic Plan for Information Technology 2025-2030 DRAFT</p> <p>SMCCCD Information Technology Services Website (linked in Standard 3.9)</p>
<p>FOR TITLE IV PARTICIPANTS:</p>	
<p>vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue</p>	<p>NSLDS Official Cohort Default Rate Cohort Rate Analysis</p> <p>Skyline College Default Rates, 2025</p> <p>Skyline College Default Rates, 2024</p> <p>Skyline College Default Rates, 2023</p>

REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non-accredited Organizations.	N/A
ix. Written code of professional ethics for all personnel including consequences for violations	SMCCCD Board Policy 2.21 - Professional Ethics SMCCCD Faculty Statement of Professional Ethics SMCCCD Classified Employees Statement of Ethics Skyline College Student Code of Conduct (linked in Standard 4.1)

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	SMCCCD Board Policy 2431 - Selection of the Chancellor (linked in Standard 4.5) Administrative Procedure 2.02.1 – Selection Procedures for the Chancellor (linked in Standard 4.5) SMCCCD Board Policy 2435 - Evaluation of District Chancellor (linked in Standard 4.5) Administrative Procedure 2.02.2 Chancellor of the District: Evaluation (linked in Standard 4.5)
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	SMCCCD Board Policy 2010 - Board Membership
iii. Governing board policies/procedures/bylaws related to Board Ethics	SMCCCD Board Policy 2715 - Board Code of Ethics (linked in Standard 4.6)
iv. Governing board policies/procedures/bylaws related to conflict of interest	SMCCCD Board Policy 2710 - Conflict of Interest

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
<p>i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up</p> <p>See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D</p>	<p>[NOTE: To be added once approved by the Board and posted to the College website.]</p>
<p>ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page</p> <p>See Policy on Representation of Accredited Status</p>	<p>[Insert link to documentation]</p>

APPENDICES



**Skyline
College**

Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	P. 3
Educational Mission	P. 10
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	P. 2
Course, Program, and Degree Offerings	P. 99
Student Learning Outcomes of Programs and Degrees	P. 11
Academic Calendar and Program Length	P. 94
Academic Freedom Statement	P. 12
Available Student Financial Aid	P. 80
Available Learning Resources	P. 84
Names and Degrees of Administrators and Faculty	P. 417
Names of Governing Board Members	P. 2
Requirements	
Admissions	P. 13
Student Tuition, Fees, and Other Financial Obligations	P. 27
Degrees, Certificates, Graduation and Transfer	P. 88
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	P. 63
Nondiscrimination	P. 71
Acceptance and Transfer of Credits	P. 219
Transcripts	P. 25
Grievance and Complaint Procedures	P. 64

Sexual Harassment	P. 67
Refund of Fees	P. 27
Locations or Publications Where Other Policies May be Found	
N/A	

[Skyline College Catalog](#)

Appendix 2: Organizational Structure

Provide organizational charts for the major functional areas to help readers understand the institution's structure. For institutions with a corporate structure or reporting relationship to another external body, also include charts that show the relationship between the corporation/external organization and your institution.

[Skyline College Organizational Charts](#)

Appendix 3: Approved Locations

If applicable, provide the addresses of approved locations or campus sites where students may complete 50% or more of a credit-bearing degree or certificate program. If your institution does not have additional locations, you may delete this section.

Not Applicable

Complete List of Acronyms

AACJC – Accrediting Commission for Community and Junior Colleges
AACU – Association of American Colleges and Universities
AB – Assembly Bill
ACCJC – Accrediting Commission for Community and Junior Colleges
ADT – Associate Degree for Transfer
ALUR – Administrative Leadership Unit Review
ARR – Annual Resource Request
ASSC – Associated Students of Skyline College
AUAs – Appropriate Use Agreements
AY – Academic Year
BBS – Black & Brown Scholars
BCS – Biology & Chemistry Scholars
CARE – Cooperative Agencies Resources for Education
CARES – Coronavirus Aid, Relief, and Economic Security
CalWORKs – California Work Opportunity and Responsibility to Kids
CC – Curriculum Committee
CCCCO – California Community Colleges Chancellor's Office
CCR – California Code of Regulations
CGC – College Governance Council
CIPHER – Center for Innovative Practices through Hip Hop Education & Research
CPR – Comprehensive Program Review
CRM – Customer Relationship Management
CSU – California State University
CTE – Career and Technical Education
CTTL – Center for Transformative Teaching and Learning
DCC – District Curriculum Committee
DE – Distance Education
DEAC – Distance Education Advisory Committee
DI – Disproportionately Impacted
EAC – Educational Access Center
EMP – Education Master Plan
EOPS – Extended Opportunity Programs and Services
ETS – Engineering & Technology Scholars
FERPA – Family Educational Rights and Privacy Act
FTEF – Full-Time Equivalent Faculty
FTEFAC – Full-Time Equivalent Faculty Allocation Committee
FTES – Full-Time Equivalent Students
GE – General Education
GFOA – Government Finance Officers Association

IEC – Institutional Effectiveness Committee
IPRAC – Integrated Planning and Resource Allocation Model
ISER – Institutional Self-Evaluation Report
ISLO – Institutional Student Learning Outcomes
ITS – Information Technology Services
JPA – Joint Powers Agency
LEAP – Liberal Education and America’s Promise
MCPR – Marketing, Communications and Public Relations
MESA – Mathematics, Engineering, Science Achievement
MVV / M-V-V – Mission, Vision, and Values
OCI – Oracle Cloud Infrastructure
OER – Open Educational Resources
PIF – President’s Innovation Fund
PI – Peer Instruction
PRIE – Planning, Research, Innovation and Effectiveness
PRIE – Planning, Research, and Institutional Effectiveness
PRU – Program Review Update
PSLO – Program Student Learning Outcomes
PSP – Promise Scholars Program
QOTL – Quality Online Teaching and Learning
QOTL2 – Quality Online Teaching and Learning, Level 2
RP – Research and Planning
RSI – Regular and Substantive Interaction
SAP – Systems, Applications, and Products in Data Processing
SC – Skyline College
SEED – Stewardship for Equity, Equal Employment and Diversity
SLO – Student Learning Outcome
SSLT – Student Services Leadership Team
SMCCCD – San Mateo County Community College District
SPARC – Strategic Planning and Allocation of Resources Committee
SSL – Student Success Link
STEM – Science, Technology, Engineering, and Mathematics
TAC – Technology Advisory Committee
TLC – The Learning Center
TRANS – Tax and Revenue Anticipation Notes
TRiO – Not an acronym, but a federally funded student support services program
UC – University of California
UCC – Undocumented Community Center
WMLA – Women’s Mentoring and Leadership Academy
ZTC – Zero Textbook Cost