



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
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2020 Annual Report
Final Submission
05/09/2020

Skyline College
3300 College Drive
San Bruno, CA 94066

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Ingrid Vargas
3.	Phone number of person preparing report:	650-738-4454
4.	E-mail of person preparing report:	vargasi@smccd.edu
5.	Type of Institution	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2016-17: 15,850 2017-18: 15,269 2018-19: 14,722
6a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	-4 % -4 %
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2016-17: 14,944 2017-18: 14,236 2018-19: 14,343
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year.	N/A

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2016-17 4,830 2017-18 5,149

		2018-19	6,133
8a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)		7 % 19 %
9.	Do you offer Correspondence Education?	No	

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	22 %
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	College established dashboard
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	http://www.skylinecollege.edu/prie/programdata.php

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>70 %</td> <td>75 %</td> <td>75 %</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	70 %	75 %	75 %
2016-17	2017-18	2018-19						
70 %	75 %	75 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	N/A	N/A	N/A
2016-17	2017-18	2018-19						
N/A	N/A	N/A						
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75 %</td> <td>76 %</td> <td>76 %</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	75 %	76 %	76 %
2016-17	2017-18	2018-19						
75 %	76 %	76 %						
Certificates								
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>521</td> <td>465</td> <td>420</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	521	465	420
2016-17	2017-18	2018-19						
521	465	420						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	N/A	N/A	N/A
2016-17	2017-18	2018-19						
N/A	N/A	N/A						
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>427</td> <td>412</td> <td>431</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	427	412	431
2016-17	2017-18	2018-19						
427	412	431						
Associate Degree (A.A./A.S.)								
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number of degrees						
	If Number-Other or Percent-other, please describe:							

15a.	List your Institution-Set Standard (floor) for degrees:	2016-17	2017-18	2018-19
		783	894	950
15b.	List your stretch goal (aspirational) for degrees:	2016-17	2017-18	2018-19
		N/A	N/A	N/A
15c.	List actual number or percentage of degrees:	2016-17	2017-18	2018-19
		900	853	1,007

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	Yes						
16a.	Type of Institute-set standard for bachelor degrees awarded (Please Select Number or Percentage):	Number of degrees						
	If Number-Other or Percent-other, please describe:							
16b.	List your Institution-Set Standard (floor) for bachelor degrees:	<table border="1"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>N/A</td> <td>N/A</td> <td>10</td> </tr> </table>	2016-17	2017-18	2018-19	N/A	N/A	10
2016-17	2017-18	2018-19						
N/A	N/A	10						
16c.	List your stretch goal (aspirational) for bachelor degrees:	<table border="1"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table>	2016-17	2017-18	2018-19	N/A	N/A	N/A
2016-17	2017-18	2018-19						
N/A	N/A	N/A						
16d.	List actual number or percentage of bachelor degrees:	<table border="1"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>N/A</td> <td>18</td> <td>6</td> </tr> </table>	2016-17	2017-18	2018-19	N/A	18	6
2016-17	2017-18	2018-19						
N/A	18	6						

Transfer

17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	Number of transfers						
	If Number-Other or Percent-other, please describe:	Note: Numbers shown are for transfers to UC and CSU only.						
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>641</td> <td>624</td> <td>650</td> </tr> </table>	2016-17	2017-18	2018-19	641	624	650
2016-17	2017-18	2018-19						
641	624	650						
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table>	2016-17	2017-18	2018-19	N/A	N/A	N/A
2016-17	2017-18	2018-19						
N/A	N/A	N/A						
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>595</td> <td>686</td> <td>658</td> </tr> </table>	2016-17	2017-18	2018-19	595	686	658
2016-17	2017-18	2018-19						
595	686	658						

Licensure Examination Pass Rates

Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:						
18.	Program	Examination	Institution set standard	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate
	Esthetician and Cosmetology	state	75 %	85 %	78 %	75 %
	Emergency Medical Care	national	75 %	90 %	85 %	93 %
	AS Respiratory Care	national	75 %	100 %	100 %	90 %
	Automotive Technology	national	75 %	0 %	100 %	100 %
	Massage Therapy	state	75 %	100 %	85 %	0 %

Employment rates for Career and Technical Education students

19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	Institution set standard	2016-17 Job Placement Rate	2017-18 Job Placement Rate	2018-19 Job Placement Rate
Automotive Technology	75 %	100 %	100 %	100 %

Other Information

20. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

Programs with fewer than 10 graduates, or with no reliable information available, were omitted per the instructions.

For programs with data available for some years, and missing for some years, 0% was entered for missing years because the system did not allow for leaving blank or entering n/a.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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