



SKYLINE COLLEGE

Substantive Change Proposal for the Baccalaureate Degree Program in Respiratory Care

Submitted to the
Accrediting Commission for Community and Junior Colleges (ACCJC)

April 7, 2015

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A. A CONCISE DESCRIPTION OF THE PROPOSED CHANGE AND THE REASONS FOR IT.

1. A clear and concise description of the change.

On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors of California's Community Colleges (BOG), in consultation with representatives of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. The Board of Governors was charged to develop a process for selection of the pilot programs. Skyline College submitted an application for the Baccalaureate Degree Pilot Program on December 19, 2014 and was announced as one of the 15 successful applicants on January 21, 2015. The Board of Governors (BOG) of the California Community College (CCC) System formally approved the pilot programs on March 17, 2015. Skyline College will be offering a baccalaureate program in Respiratory Care beginning the Fall semester of 2016.

2. Evidence of a clear relationship to the institution's stated mission.

The stated mission of Skyline College is:

“To empower and transform a global community of learners.”

Further, the Vision and Values of Skyline College reinforce this mission (referred to as the Mission, Vision, Values; or MVV), as follows:

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

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

A Baccalaureate Degree program in Respiratory Care is perfectly aligned with the MVV, not only empowering students, but furthering their education toward the fulfillment of their intellectual, cultural, social, and, in particular, economic goals. (<http://www.skylinecollege.edu/aboutskyline/mission.php>)

3. Discussion of the rationale for the change including but not limited to labor market analysis.

In California, the number of Respiratory Care Practitioners is expected to grow faster than the average growth rate for all occupations. Jobs for Respiratory Therapists are expected to increase by 17.7% or 2,500 jobs between 2012 and 2020. An average of 500 new jobs and replacement needs is expected each year. Employment upon graduation, on average, for these programs is approximately 85% with Skyline College at 88%, showing strong demand. While graduate employment rates are high, there is a significant gap of baccalaureate degree prepared graduates. Given the choice, employers surveyed would prefer employees who have obtained a baccalaureate level of education.

There are 53 accredited baccalaureate degree granting Respiratory Care Programs situated on the East Coast and Midwest, with only 6 programs situated in the Western United States—only one of which is in California. There are currently no Respiratory Care Programs offered at the California State University (CSU) or the University of California (UC) systems. The sole program in California is in Southern California at Loma Linda University, a private institution, and is offered at a substantial cost. However, with the identified need for baccalaureate degree prepared graduates, California demonstrates a significant gap

in meeting these needs. California holds the highest number of licensed Respiratory Therapists in the nation with more than 21,000 (Texas is second with under 14,000). Most practitioners have completed their education in California and hold an Associate's Degree that is accredited by then Committee on Accreditation for Respiratory Care (CoARC). With the demand for greater degree attainment, Skyline College's Respiratory Care Program will provide not only an education for new students entering the field, but also a pathway for Associate Degree graduates to easily return for their baccalaureate degree.

The median wage for Respiratory Therapists in California is \$76,253 annually and \$33.55 per hour. This is the prevailing wage for practitioners who provide direct care with patients regardless of whether they hold an associate or baccalaureate degree. However, a baccalaureate degree provides advancement beyond direct patient care to a higher level of responsibility and an attendant increase in wage earnings. Many Respiratory Care departments institute clinical ladders which allow practitioners to advance based on experience and education attainment. It is for these reasons that Skyline College proposed to offer a baccalaureate program in Respiratory Care.

B. A DESCRIPTION OF THE PROGRAM TO BE OFFERED IF THE SUBSTANTIVE CHANGE INVOLVES A NEW EDUCATIONAL PROGRAM, OR CHANGE IN DELIVERY MODE.

1. The educational purposes of the change are clear and appropriate.

The educational purposes of this Bachelor of Science in Respiratory Care program will address the needed education and training to prepare respiratory care practitioners for practice in the workforce. Rapidly changing technology has increased expectations for the profession of Respiratory Care. Both national and state professional organizations representing respiratory care programs have advised that education at the baccalaureate level is required for today's respiratory care practitioners (AARC Taskforce "RT 2015 and Beyond", CSRC Baccalaureate Statement). The profession of Respiratory Care began more than a half a century ago and has evolved from an on-the-job trained workforce to a college educated and licensed profession. In this era, respiratory care practitioners are expected to assess and quantify their patients' condition while appropriately applying algorithmic protocols in the provision of respiratory care. Critical thinking, decision-making, and competence to perform these responsibilities at an advanced level are demanded of practitioners.

The Bachelor of Science in Respiratory Care program at Skyline College builds upon its well-established Associate of Science (AS) program in Respiratory Care. Students will complete Committee on Accreditation for Respiratory Care (CoARC) requirements for the associate degree as well as complete required lower division general education courses. A minimum of 17 units of upper division major course work builds upon the 48.5 units of lower division major course work and includes employer identified skills and abilities in the areas of advanced cardiopulmonary pathophysiology, respiratory disease management, health education, leadership and management, and research principles. The baccalaureate degree also includes a minimum of 9 units of upper division general education courses as per CSU guidelines. Additionally, 39 lower division general education units will count toward the overall units required for the baccalaureate.

Following a "2+2" model, students who complete a CoARC accredited AS Degree in Respiratory Care can then continue on to the baccalaureate degree. The major curriculum builds upon the associate level coursework at an advanced level. Current licensed practitioners locally and across the state who have attained an accredited associate degree would also be eligible to matriculate in to the programs California currently employs 21,000 practitioners. Most hold an associate degree and will potentially seek baccalaureate degree attainment (see [Respiratory Care Board Website](#) and [Skyline College](#)

[Employer Survey](#)). Additionally, the program courses will be offered in face-to-face and distance (online and hybrid) modalities to allow for greater access to practitioners locally and across the state. Skyline College will leverage relationships with other Respiratory Care program educators, industry managers, and State professionals in order to respond to demand for access into the baccalaureate program.

2. The proposed program meets Eligibility Requirements, Accreditation Standards and Commission policies related to student learning programs and services and resources.

Skyline College continues to meet each of the Eligibility Requirements (ERs), Accreditation Standards, and Commission policies, as outlined below. The impact of the Baccalaureate Program and its relation to the ERs, Standards, and Policies, is specified further in **Sections F and G** of this proposal.

Eligibility Requirements

Skyline College continues to fulfill each of the twenty-one eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges:

1. Authority

Skyline College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. All programs offered at Skyline College, including distance education, are overseen by the ACCJC.

2. Mission

Skyline College's educational mission-vision-values are clearly defined and are reviewed on an ongoing basis by the Skyline College Governance Council (CGC) and the San Mateo County Community College District (SMCCCD) Board of Trustees, in accordance with Board policy. The mission-vision-values were most recently updated in June 2012, following a comprehensive and participatory process. Skyline College utilizes a combined Mission-Vision-Values Statement that clearly articulates the College's educational purposes, the students we serve, and our commitment to student learning. Skyline College mission-vision-values information is published in the current catalogue and on our website.

3. Governing Board

Skyline College is one of three colleges that comprise the San Mateo County Community College District (SMCCCD), along with the College of San Mateo (CSM) and Cañada College. A five-member Board of Trustees governs the district and its colleges. San Mateo County voters elect the five Trustees (at large) for four-year terms. Students elect a non-voting student Trustee each year for a one-year term. The Board's organization, which includes authority, membership, election, and terms of office is outlined in Board Policy 1.02. The duties and responsibilities of the Board are detailed in Board Policy 1.10.

Evidence:

Board of Trustees Web Site

<http://www.smccd.edu/accounts/smccd/default.shtml>

Board Policy 1.02

https://smccd-public.sharepoint.com/BoardPoliciesandProcedures/1_02.pdf

Board Policy 1.10

https://smccd-public.sharepoint.com/BoardPoliciesandProcedures/1_10.pdf

4. Chief Executive Officer (CEO)

The SMCCCD Board of Governors appoints a Chancellor to act as CEO of all three colleges in the District, and the Chancellor oversees a President at each of the three district colleges. The Chancellor's duties are outlined under Board Policy 2.02. Each of the three Presidents administer his/her college, as outlined under Board Policy 2.03: "The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations."

5. Administrative Capacity

Skyline College has sufficient academic and support services administrative staff with appropriate preparation and experience to provide the administrative services necessary to support the College's mission and purpose. In addition to the President, Skyline College has Vice Presidents of Instruction, Student Services, and Administrative Services; Deans of Academic Support and Learning Technologies, Business/Education/Professional Programs, Counseling/Advising/Matriculation, Enrollment Services, Kinesiology/Athletics/Dance, Language Arts, Science/Math/Technology, Social Science/Creative Arts, and Planning/Research/Institutional Effectiveness; and Directors of Allied Health, Business Services; the Center for International Trade Development (CITD), the Learning Center/TRiO, Library Services, Marketing/Communications/Public Relations, and Workforce Development. The organization of the College can be found at <http://skylinecollege.edu/aboutskyline/organizationchart.php>

6. Operational Status

Skyline College has been in continuous operation since 1969. In the 2013/14 academic year, the College had a unique headcount of 17,850 (8,478 FTES) enrolled in 692 courses offered in 1,243 sections. Approximately 43% of these students listed transfer as their educational goal while 30% and 14% listed educational and career development, respectively, as their goal.

7. Degrees

Skyline College offers over 34 Associate of Arts and Associate of Science degrees, 17 Associate Degrees for Transfer (1 pending approval by the State Chancellors Office), and 53 Certificate Programs. The degrees and majors offered by Skyline College are listed in the catalogue and online at <http://www.skylinecollege.edu/academics/degreescertificates.php>

8. Educational Programs

The degree programs offered at Skyline College are aligned with its mission and meet the California Education Code of Regulations, Title 5 curriculum requirements. When combined with the general education component, this represents two years of full-time academic work. All course outlines of record and degrees have been carefully reviewed, and include student learning outcomes that students can achieve through class content, assignments, and activities. All curricula, including courses offered through distance learning, undergo approval by the Board of Trustees. Training for faculty is designed to ensure that pedagogical techniques are appropriate to distance education and that the quality of education mirrors that of face-to-face sections of the same or equivalent courses. Student learning outcomes are utilized in all courses in order to assess effectiveness of the instruction and to improve the students' learning experience. Program and course descriptions are found in the catalogue, available both in print and on the web <http://www.skylinecollege.edu/catalogschedule/>

9. Academic Credit

Skyline College awards academic credit using the Carnegie standard unit, in accordance with the California Community Colleges Chancellor's Office requirements under California Code of Regulations and Title 5. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses.

10. Student Learning and Achievement

Each course and program offered at Skyline College has defined and measurable student learning outcomes. These student learning outcomes are assessed by a variety of methods. Coordinated by department and discipline faculty, every course across all modes of delivery or locations, follows the course outline of record and the defined student learning outcomes. The College has also defined student learning outcomes for general education and for the institution. For a listing of Institutional Student Learning Outcomes, rubrics, and assessment information, please see <http://www.skylinecollege.edu/sloac/isloassessments.php>. Program Student Learning Outcomes are listed in the annual Skyline College Catalogue, in both print and electronic format. <http://www.skylinecollege.edu/catalogschedule/>

11. General Education

Skyline College requires a minimum of 19 units in General Education towards degree attainment, with a minimum of 3 units each across natural sciences, humanities and social sciences, and a minimum of 2 courses in language and rationality (one each from group a and group b). General Education requirements introduce students to areas of study that develop breadth of outlook and contribute to balanced development. The purpose of the program in General Education is to assist students in moving toward the following goals:

- Developing critical and constructive thinking for problem solving and value discrimination;
- Understanding their relationship to their biological, physical, and cultural environment;
- Understanding the creative activity of others and participating to some extent in creative activity;
- Using basic mechanical, mathematic, and communication skills to solve everyday problems, understand ideas of others, and express ideas effectively;
- Developing a code for personal and civic life as a responsible citizen in a democracy; and,
- Maintaining good mental and physical health and social adjustment.

Detailed information about general education requirements is published annually in the Skyline College Catalogue, available in both print and electronic format.

<http://www.skylinecollege.edu/catalogschedule/>. The Skyline College General Education Handbook is available at: <http://www.skylinecollege.edu/curriculumcommittee/assets/General%20Education%20Fall%202013%207.9.2013.pdf>.

12. Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say

whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth. The District's faculty has the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the district does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. Protecting academic freedom is the responsibility of the College community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate. Academic freedom applies to all courses, including distance education.

<http://skylinecollege.edu/generalinformation/academicfreedom.php> .

13. Faculty

Skyline College has 104 full-time faculty and approximately 206 part-time faculty (AY 2013-14). All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty. Clear statements of faculty roles and responsibilities can be found in the Skyline College Faculty Handbook, at <http://skylinecollege.edu/insideskylinecollege/assets/documents/FacultyHandbook.pdf> and the American Federation of Teachers (AFT) contract (www.aft1493.org) Faculty carry out comprehensive program reviews every six years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections.

14. Student Services

Skyline College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Unless exempted, each new student is required to participate in the matriculation process; which involves assessment for admissions, appropriate course placement, college orientation, academic career and personal counseling. All student support services programs promote the objective of serving the whole student and supporting student success. <http://www.skylinecollege.edu/officevpss/index.php>

15. Admissions

Skyline College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title 5. Information about admissions requirements is available in the catalogue, in the schedule of classes and on district and college websites. <http://skylinecollege.edu/admissions/>

16. Information and Learning Resources

Skyline College provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of its students. The library is staffed to assist students, including both onsite and distance learners, in the use of College resources. Wireless internet is available throughout the campus and through computers in the library and learning center without charge to students. The institution is

committed to enhancing its learning resources across all possible locations and delivery methods.
<http://www.skylinecollege.edu/library/> .

17. Financial Resources

Skyline College, through the San Mateo County Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The baccalaureate degree program and courses are integrated into the annual budget that is approved by the Board of Trustees.

18. Financial Accountability

The San Mateo County Community College District undergoes an annual external financial audit for the district and the 3 colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The District's audits for the last eight or more years show no financial audit adjustments and no major findings. The District audit is available through the following link (under Documents): <http://www.smccd.edu/accounts/smccd/financialservices/auditreports.php>

19. Institutional Planning and Evaluation

Skyline College practices participatory governance within an established and integrated institutional planning process that is specifically linked to institutional mission-vision-values, goals, and strategic priorities. The College engages in ongoing and systematic cycles of planning, implementation, and evaluation, in order to maximize effectiveness in promoting academic excellence and student success. A detailed overview of Skyline College's institutional planning and evaluation processes is provided in Skyline College Planning and Governance Resources (<http://www.skylinecollege.edu/prie/resources.php>)

20. Public Information

Regularly updated information about all aspects of a Skyline College education, including both onsite and distance education, are available to the public through the Skyline College website, annually published course catalogues, and class schedules published for each semester. Information includes, among others, the College mission-vision-values and goals, academic calendar, degrees and certificates offered, graduation requirements, costs and refund policies, available learning resources, grievance procedures, names and credentials of faculty and administrators, names of members of the Board of Trustees, and relations with Accrediting Commission. The San Mateo County Community College District Board of Trustees provides assurance that Skyline College complies with all ACCJC/WASC requirements and accreditation standards and policies. The College maintains contact with the Commission through its Accreditation Liaison Officer.

21. Relations with the Accrediting Commission

The SMCCCD Board of Trustees provides assurance that Skyline College complies with all of the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC)/ Western Association of Schools and Colleges (WASC); describes itself in the same manner to all of its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission. Skyline College maintains contact with the Commission through its Accreditation Liaison Officer (ALO).

Accreditation Standards and Commission Policies Related to Student Learning Programs, Services, and Resources

Skyline College meets all accreditation standards of the Accrediting Commission for Community and Junior College (ACCJC). The ACCJC last visited Skyline College in Fall 2013. A Follow-up Report has since been completed and addressed the college recommendation. The report was accepted by ACCJC. The college's accreditation is continued through 2019. A Midterm Report will be submitted as request by ACCJC by October 2016.

Standard I: Institutional Mission and Effectiveness

Skyline College demonstrates a strong commitment to a mission, vision, and values (MVV) that emphasizes student learning and student achievement. Using quantitative and qualitative information, the College evaluates and improves its programs and services. The baccalaureate program supports the College's MVV, and will be evaluated to ensure its effectiveness in promoting student learning, success, and achievement.

A. Mission

The addition of a Baccalaureate Degree in Respiratory Care supports the college mission, vision, and values (MVV) and is aligned with the purposes, character, and student population. College goals aligned with the MVV, identify a central role in the preparation of the region's workforce and expand networks and partnerships with businesses, the community and non-profit organizations. Industry has identified a need for baccalaureate degree prepared graduates and the program address the gap in providing this educational opportunity to students in California.

B. Assuring Academic Quality and Institutional Effectiveness

Skyline College assures academic quality and institutional effectiveness through an integrated process of planning and resource allocation. The College demonstrates a commitment to ongoing dialogue about student success in all its forms, including student learning outcomes, and student achievement, with particular attention given to equity. The baccalaureate degree program will be regularly reviewed, through the established Program Review process at Skyline College, for promoting student learning, success, and achievement, and meeting institution-set standards.

C. Institutional Integrity

Skyline College provides clear and accurate information to current and prospective students, personnel, its community, and all persons and organizations related to its mission. Information on the baccalaureate degree program will be disseminated through regular and established means, including the college catalog, website, and handbooks.

Standard II: Student Learning Programs and Services

Skyline College offers high-quality instructional programs, student support services, and library and learning support services. The College provides a strong learning environment that facilitates the achievement of our student learning outcomes, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility. Courses in the Respiratory Care Baccalaureate degree are held to the same academic rigor, review, and student learning outcomes assessment as other courses; and undergo the same approval process. Added rigor will apply for lower and upper division courses.

A. Instructional Programs

Skyline College actively builds comprehensive curriculum for the baccalaureate degree that is informed by community input, faculty expertise and data analysis. The program has gathered data for developing

curriculum and student learning outcomes through external scans, workforce surveys and advisory meetings. The baccalaureate program is aligned to meet both ACJCC and CoARC accreditation standards. Student Learning Outcomes (SLOs) will be established and listed at the course, program, and institutional level. They will clearly be in alignment with each other and the College's mission-vision-values.

Skyline College uses a participatory governance model to support campus-wide dialogue that informs strategic planning and the addition of this program. Members of all campus constituency groups participate in this process through their representation on constituency-specific governance groups, outlined in Skyline College Planning and Governance Resources (<http://www.skylinecollege.edu/prie/resources.php>), and in the College's Compendium of Committees, (located on the Participatory Governance website, <http://www.skylinecollege.edu/participatorygovernance/index.php>)

Skyline College continues to meet the instructional programs component of this standard, ensuring that all instructional programs address and promote the mission-vision-values and the integrity of the institution; design, implement, and measure the effectiveness of student learning outcomes on an ongoing basis; and meet the varied educational needs of our diverse students. The institution assures the quality and improvement of instructional courses and programs across all modalities of delivery, conducts ongoing assessment, and ensures the centrality of faculty leadership in establishing and maintaining quality programs and instruction.

B. Library and Learning Support Services

Skyline College supports student learning, success, and achievement by providing library and learning support services that are sufficient to support its educational programs. The College evaluates its library and learning support services to assure their effectiveness in meeting student needs. Additional resources will be added to support the Baccalaureate Degree in Respiratory Care program, including dedicated subscriptions and library resources, dedicated tutoring and learning support services.

C. Student Support Services

Skyline College is proactive in ensuring that all areas within Student Support Services provide continued, high quality, and comparable support all students regardless of their educational goals. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission-vision-values. Student support services address the identified needs of students and enhance a supportive learning environment characterized by promotion of student access, progress, learning, and success while ensuring accountability, affordability, and transparency. Skyline College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. In addition to established student support services that assist all students at Skyline College, dedicated services and staff will be provided to support the baccalaureate program, including counseling, financial aid, and learning resources.

Standard III: Resources

A. Human Resources

In an effort to continuously enhance our human resources, Skyline College engages in an integrated planning process that is both participatory and transparent. Guided by the College's strategic priorities, mission-vision-values, and goals; each stage of this integrated process incorporates multiple voices, promotes equity and excellence, and utilizes promising practices that maximize institutional effectiveness and student success.

Skyline College’s recruitment, hiring, retention, and ongoing professional development principles and practices are designed to attract a diverse, talented, engaged faculty and staff who are committed to student success for all learners. The Skyline College Human Resources Plan: Staffing for Student Success provides additional detail about our integrated planning for Human Resources, position allocation and prioritization, constituent participation in the process, equity and excellence in staffing, and the College’s commitment to ensuring “sufficient” staffing at all levels while also striving for a standard of excellence/ideal staffing above that minimum standard. Personnel are treated equitably, evaluated regularly and systematically, and provided with opportunities for professional development.

The District Office of Human Resources supports all hiring; including orientation for hiring committees; which, among other functions, helps ensure transparency and clarity in position descriptions and advertising of positions.

Evidence:

Skyline College Human Resources Plan: Staffing for Student Success

<http://www.skylinecollege.edu/prie/resources.php>

District Office of Human Resources

<http://www.smccd.edu/accounts/smccd/departments/humanresources/default.shtml>

Center for Transformative Teaching and Learning (CTTL) <http://www.skylinectl.org>

Student Learning Outcomes Assessment Cycle (SLOAC) <http://www.skylinecollege.edu/sloac/>

Office of Planning, Research, and Institutional Effectiveness (PRIE) <http://www.skylinecollege.edu/prie/>

B. Physical Resources

Physical resources which include facilities, equipment, land, and other assets, support student learning programs and services, and improve institutional effectiveness. Skyline College integrates physical resource planning with institutional planning. **The College provides safe and sufficient physical resources that support and assure the integrity and quality of programs and services for Baccalaureate program in Respiratory Care.** In order to ensure the ongoing effectiveness and quality of these resources, the College uses multiple measures, including Program Review, the Educational and Facilities Master Planning Project (EFMPP), the District Facilities Master Plan, and the College Technology Plan. Through the Annual Program Planning (APP) process, divisions and programs identify facility and equipment needs based on their mission and consistent with achieving student and program learning outcomes. Equipment requests are forwarded to the appropriate Vice President, and facility needs are forwarded to the President’s Cabinet, where projects are prioritized. Based on cost, priority, and/or need, certain projects are completed immediately while others are placed in a capital project category. Funding of capital projects utilizes the Educational and Facilities Master Planning Project, through a process which ensures that new facilities and building modernization projects are consistent with institutional mission-vision-values and goals. After being vetted by the EFMPP, capital projects are forwarded to the District and placed on the District Facilities Master Plan.

Evidence:

Comprehensive Program Review <http://www.skylinecollege.edu/programreview/>

Annual Program Planning <http://www.skylinecollege.edu/annualprogramplanning/index.php>

Educational and Facilities Master Planning Project (EFMPP)
<http://www.skylinecollege.edu/prie/educationfacilities.php>

District Facilities Master Plan
<http://www.smccd.edu/accounts/smccd/departments/facilities/masterplan.shtml>

C. Technology Resources

Skyline College utilizes appropriate technology resources to improve institutional effectiveness and to support student learning programs and services. Technology planning is integrated with institutional planning, and is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. In collaboration with the district, the College provides a robust technology infrastructure and technology resources that includes: smart classrooms; 100% campus wireless Internet access coverage; program-specific instructional computer labs; Student Services, Career, and Transfer computer labs; and a comprehensive set of both administrative software services and student-enabling software services that support all learners.

The Skyline College Education Master Plan 2013-2019 (<http://skylinecollege.edu/prie/educationmasterplan.php>) and Skyline College Technology Plan provide the overarching doctrines for all decisions about technology. The identification of instructional and administrative technology needs and priorities is a collaborative process and is addressed throughout various stages of the integrated planning and budget cycle. District ITS also plays a critical role in identifying campus instructional and administrative needs and trends. The College provides ongoing capacity building and professional development opportunities for faculty and staff.

Evidence:

Skyline College Technology Plan 2012-2015
<http://www.skylinecollege.edu/technologyadvisorycommittee/index.php>

Skyline College Education Master Plan 2013-2019 <http://www.skylinecollege.edu/prie/index.php>

District Information Technology Services (ITS) <http://www.smccd.edu/accounts/smccd/departments/its/>

D. Financial Resources

Skyline College has sufficient financial resources to support its student learning programs and services and to improve institutional effectiveness. Through sound fiscal management and strong leadership, the College has maximized resources and continues to demonstrate a reasonable expectation of both short-term and long-term solvency and stability. The San Mateo County Community College District is also in sound fiscal shape, and the baccalaureate degree resources provided by both the College and the district remain stable and sufficient.

Financial planning at the College is conducted through an integrated, well-documented, and participatory process that involves all constituencies and is grounded in Skyline College's mission-vision-values. Independent external audits are conducted annually. The results of the audits are reported to the Board of Trustees and audit reports are posted on the District website. The District utilizes the California Community College Sound Fiscal Management Self-Assessment Checklist as a barometer for the fiscal health of the institution and as a guide to maintain long-term and short-term financial stability.

Standard IV: Leadership and Governance

A. Decision-making Roles and Processes

Skyline College is fundamentally committed to education as an ideal, and to the empowerment and fulfillment of all learners. The College enacts a level of participatory governance that reflects the College’s “students first” philosophy and engage in this process with mutual respect between constituencies and appreciation for the diversity of perspectives and ideas, histories and experiences, cultures and abilities. Because the College believe that students’ success is inextricably linked to success in governance and planning, the College strives to make the best decisions at optimal times in order to best serve the students at every stage of their educational journey.

Participatory governance and planning are guided by the College’s mission-vision-values and goals and, when successful, result in the accomplishment of the institutional learning outcomes and strategic priorities. Participatory governance and planning are designed to facilitate broad-based engagement that fosters innovation and collaboration. The result is outstanding programs and services for the Skyline College community and this baccalaureate degree program.

B. Chief Executive Officer

The Chancellor of the SMCCCD and the President of Skyline College hold responsibility for the quality of the institution, providing effective leadership in ensuring institutional effectiveness. The Chancellor of the SMCCCD has long been an active advocate for the ability of community colleges to offer the baccalaureate degree. The President of Skyline College has ensured that the development of the baccalaureate program has been integrated with resource planning in order that allocation will support student learning, success, and achievement.

C. Governing Board

The Board of Trustees of the San Mateo County Community College District (SMCCCD) has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of all programs and services of the District and Skyline College. The Baccalaureate Degree program in Respiratory Care has been approved by the Board of Trustees.

Evidence

SMCCCD Board of Trustees Minutes November 24, 2014 <https://smccd-public.sharepoint.com/BoardofTrusteesMinutes/2014-11-24%20Minutes.pdf>

C. A DESCRIPTION OF THE PLANNING PROCESS WHICH LED TO THE REQUEST FOR THE CHANGE.

1. The change’s relationship to the institution’s planning, evaluation and stated mission.

The San Mateo County Community College District (SMCCCD; the District) has long been active in the effort to make it easier for its community to attain a baccalaureate degree, starting in 2001 when the District receive a \$1 million grant (AB 493) to start the University Center at Cañada College. In 2009, the District sponsored, and Assembly Member Lou Papan carried, a bill that would have established the SMCCCD Baccalaureate Partnership Program to encourage four-year institutions to work with us on offering BA degree programs on our campuses. In 2010, the District sponsored, and Assembly Member Hill carried, AB 2400 that would have allowed Grossmont-Cuyamaca CCD, San Diego CCD and SMCCCD to offer baccalaureate degrees in a limited number of fields, in an eight-year pilot program. That bill did not pass and it was reintroduced in 2011, again not passing. In each of these efforts, District staff traveled to Sacramento to testify in favor of the bills before various committees. District staff have also

been active in the Community College Baccalaureate Association (BACC), a national organization that promotes and supports community colleges that offer baccalaureate programs.

When SB 850 (Block) was announced, Skyline College prepared to apply to become one of the 15 colleges in the baccalaureate pilot program. A Steering Committee was formed that included the Vice President of Instruction, Vice President of Administrative Services, Vice President of Student Services, Dean of Planning, Research, and Institutional Effectiveness (PRIE) who is also the Accreditation Liaison Officer (ALO), Dean of Enrollment Services, Dean of Science, Math and Technology (the Division in which the Associate's Degree program is located), and the Director of the Respiratory Care Program, who is also faculty in the program. The application for the program was reviewed, approved, and signed by the Academic Senate President, VP-SS, VP-I, VP-AS, President, and District Chancellor.

This program is seen as supporting the College's goal, outlined in its Balanced Scorecard Goals and Strategies 2013/14 – 2015/16, to:

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

A key strategy identified to support this goal is:

Strategy 1.1. INNOVATIVE PROGRAMS, SERVICES & MODES OF DELIVERY: An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.

The baccalaureate program in Respiratory Care is one such strategy, supports the goal, and is aligned with the mission of Skyline College as described in Section A above.

2. The assessment of needs and resources which has taken place.

The Baccalaureate Degree program steering committee is comprised of representatives from every major area within the College that is expected to be impacted by the program. Each member of the Steering Committee was tasked with convening their operational areas to discuss what processes would be required to support the program, and then to identify the resources needed to implement those process. As outlined in greater detail in Section D below, there are additional resources that will be required in Student Support Services, Instruction, and Library and Learning Support, specifically. One-time startup costs and ongoing costs have both been identified.

3. The anticipated effect of the proposed change on the institution.

The development of the Baccalaureate Degree program at Skyline College is expected to have a positive and lasting effect. A baccalaureate program will require the creation of new Student Support Service processes for students from the application all the way through matriculation. Dedicated orientation, counseling, financial aid, tutoring, and articulation agreements will be in place for the program. Skyline College will also for the first time be offering upper-division course work, including upper-division general education as well as upper-division discipline work in Respiratory Care.

4. A clear statement of the intended benefits that will result from the change.

The Baccalaureate Degree program at Skyline College will greatly benefit the students and community served by the College, as well as benefit current professionals in the field of Respiratory Care. As described in detail in Section A.3 above, there is an increasing demand for more highly educated practitioners in the field of Respiratory Care, and a paucity of institutions that offer the baccalaureate degree, particularly in the western region. The labor market demand coupled with expected earnings for successful graduates make this a very desirable program to spur economic development in the local community. Further, the ability to offer a seamless pathway from the Associate of Science degree through a Baccalaureate Degree all at Skyline College will greatly benefit students by facilitating their successful transfer to a four-year degree program at the same institution.

5. A description of the preparation and planning process for the change, i.e., when did the change go into effect.

On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors of California's Community Colleges (BOG), in consultation with representatives of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. The Board of Governors was charged to develop a process for selection of the pilot programs. Skyline College submitted an application for the Baccalaureate Degree Pilot Program on December 19, 2014 and was announced as one of the 15 successful applicants on January 21, 2015. The Board of Governors (BOG) of the California Community College (CCC) System formally approved the pilot programs on March 17, 2015. Skyline College will be offering a baccalaureate program in Respiratory Care beginning the Fall semester of 2016.

D. EVIDENCE THAT THE INSTITUTION HAS ANALYZED AND PROVIDED FOR ADEQUATE HUMAN, PHYSICAL, TECHNOLOGY AND FINANCIAL RESOURCES AND PROCESSES NECESSARY TO INITIATE, MAINTAIN, AND MONITOR THE CHANGE AND TO ASSURE THAT THE ACTIVITIES UNDERTAKEN ARE ACCOMPLISHED WITH ACCEPTABLE QUALITY.

1. Adequate and accessible student support services: enumerate services as detailed as possible; provide non-password required electronic links where available.

There are several student support services that will be offered to support the baccalaureate program. Many of these services are similar or identical to services offered to students pursuing an Associate's Degree at Skyline College.

Testing

Students admitted into the Respiratory Care program are expected to meet, through established admission criteria, the CSU basic competency requirements in English and mathematical computation (Title V, Section 40402.1). Testing services are provided for students needing to validate one or both competency requirements. With a staffed Testing Center, and a dedicated testing space with 24

computers, testing options are made available to students throughout the week at varying times. Testing staff will collaborate with Respiratory Care faculty, and English and mathematics faculty, to determine what additional testing is needed to help students meet both the program admissions and graduation requirements. The testing office also collaborates with the Disability Resource Center (DRC) to provide testing accommodations for students that have a verified need. Keeping in line with CSU graduation requirements, if it is determined that students will need to complete a Writing Skills Test (WST) for graduation from the program, Testing Center staff will collaborate with the program faculty, as well as CSU Testing Staff, to determine appropriate testing materials and protocols.

Considering differing modes of instruction (in-person, online, hybrid) the Testing staff and facilities can accommodate the need for proctoring prerequisite (ie. Chemistry) or make-up exams for faculty request.

Orientation

An in-person orientation is provided to all students. The focus of the orientation provides both an orientation to the college and the program. The first section of the orientation is an overview of the college itself. The second section of the orientation provides program information and specifics students need for course planning as well as next step. Overall, the orientation is the first opportunity for the students to interact and meet one another as a cohort, as well as the counselor, faculty and support staff work directly with students through the two year program. The orientation is counselor led in collaboration with Respiratory Care Program faculty. At the very least, the orientation covers:

- A brief orientation to the college itself:
 - Registration procedures
 - Student services on campus (counseling, career, disability resources, SparkPoint, learning support resources)
- A description of the cohort model and how students work together to support one another through the 2 year program.
- Course and graduation requirements (major, upper division general education and general graduation requirements);
- Students are oriented to what courses will be available when and given a module to follow for their academic planning as it pertains to the program.
- Next Steps (i.e. Dates and deadlines, financial aid, counseling appointments and expectations etc.)

Additional requirements that may be outstanding are reviewed separately by a counselor during one-on-one counseling appointments.

Counseling

A dedicated counselor will be assigned to work with our new BS in Respiratory Care Program. The counselor provides one-on-one counseling and/or group counseling as needed. During an initial counseling session, the counselor works with the individual students to review program graduation requirements and the results of the Degree Audit Report. Students entering the program with course deficiencies are advised on the appropriate courses to take at Skyline College to meet those deficiencies. Students enter the program as a cohort, thus semester-by-semester course work is pre-established. As such, counselors work with students to develop individual Student Educational Plans (SEPs) that

incorporate these courses and any other courses the student needs to complete to meet program graduation requirements, including any lower-division or upper-division general education.

Throughout the semester, the counselor meets with students to follow-up on their success in the courses. Individualized counseling and appropriate referrals are made to Skyline College programs and services to support student success (i.e., Learning Center, Financial Aid, Career Center, Spark Point, etc.). In addition, the counselor consults with program faculty to determine student progress in the course. As part of our Early Alert Program, counselors consult with program faculty to determine individual student success in the program. Students whom Respiratory Care faculty identify as having difficulties are referred to the counselor who will determine appropriate intervention strategies to support student success.

As a measure to ensure academic success, students are required to meet with a counselor at least twice in the semester, beyond the initial counseling appointments. A suggested timeline for these appointments is determined in collaboration with the instructional faculty. To determine student progress, students are required to bring to their counseling sessions an Academic Progress Report (APR). The APR will require that students obtain a mid-term grade from the instructor. The APR provides both the counselor and the student a clear barometer to gauge student success in the coursework.

Throughout the academic year, counselors track students to ensure satisfactory academic progress and make appropriate referrals to programs and resources that can support their success. Throughout a student's enrollment at Skyline College, counselors are available to provide student with the psycho-social support.

Follow-Up Services

As described in the counseling section, RT baccalaureate students receive services associated with Early Alert, which generates additional outreach from counseling. In addition to these services, students will have access to the following programs and support:

Disability Resource Center- <http://www.skylinecollege.edu/disabilityresources/index.php> Students with documented learning or physical disabilities or mental health issues, are eligible to receive appropriate and reasonable accommodations (e.g. extended time on exams, access to alternative media, Smart Pen, text conversion, etc.). Services may include meeting with a Learning Disability specialist, an Alternative Media Specialist, and the DRC Counselor and Coordinator.

Career Services Center- <http://www.skylinecollege.edu/careercenter/index.php> Available services and programs include assessments such as the Myers-Briggs Inventory, Strong Interest Inventory, and career exploration. RT students will receive structured workshops for career and internship readiness during and upon completion of the baccalaureate degree. Students will have access to completing mock interviews in preparation for job prospects upon completion of the program. In collaboration with the RT faculty and staff, the Career Services Center collaborates on providing internship placements as deemed appropriate by the RT program and curriculum.

SparkPoint at Skyline College – www.skylinecollege.edu/sparkpoint As a one stop financial education and financial coaching service center, Spark Point services and resources are aimed at assisting students and community members to achieve financial stability. RT students have access to programs and

services including: Food Pantry, Financial Coaching, Access to Public Benefits, Credit Repair program, and the Grove Scholarship Program.

Student Success Program – Students who experience academic difficulty and are on academic probation can receive additional outreach and counseling support via the Student Success Program. RT students meet with an SSP Counselor, who will discuss with RT program faculty to determine whether a student needs to take a reduced course load to achieve a minimum 2.0 GPA. The RT counselor then collaborates with the SMT Dean and Dean of Counseling throughout the SSP process to ensure a student remains eligible for the RT program, while also following Title IV regulations associated with students on probation.

Student Life - <http://www.skylinecollege.edu/centerforstudentlife/> As a Skyline College student, RT students will have access to the diverse and expansive list of clubs and student-led organizations, including the Associated Students of Skyline College. Baccalaureate RT students would be eligible to organize a student club that focuses on the needs of RT students.

Articulation

In recognition of the need to develop new upper-division general and major courses, the Articulation Officer (AO) will support Respiratory Care discipline faculty in the development of curriculum that supports established policy and program needs. In addition, the AO will attend all meetings and conferences to determine policy and practice for the development of upper-division curriculum, per Chancellor's Office recommendations. In supporting the faculty in the development of upper-division general education courses, the AO will work with faculty to develop curriculum that meets CSU and UC requirements, thereby ensuring the transferability of units for students seeking additional education beyond the Bachelor's Degree in Respiratory Care from Skyline College.

Financial Aid

Skyline offers access to many resources, including fee waivers, grants, scholarships, work study programs and loans. - See more at: <http://www.skylinecollege.edu/financialaid/index.php>

Focused Workshops - <http://www.skylinecollege.edu/financialaid/events.php> The Financial Aid Office is committed to resourcing students financially but also with the financial education needed to support the effective use of financial aid. Educational Workshops cover a wide variety topics that illustrate a commitment to financial aid education including: Financial Aid 101 which covers Student Rights and Responsibilities, Satisfactory Academic Policy, Unusual Circumstances, Deadlines; Scholarship Workshop; Cal Grant Workshop. Additionally, workshops are presented twice weekly to provide guidance on the FAFSA | Dream Act Applications. As part of the College's philosophy of borrowing as a last resort, Financial Aid committed to the effective use of this obligation by providing in-person loan counseling – and partnering with SparkPoint at Skyline College to ensure utilization of eligible public benefits and other resources including food pantry to minimize the use of personal loan. Financial Aid loan workshops include: Keep down Loan Indebtedness; Default Prevention; and Financial Literacy/Capability

Financial Aid TV - <http://www.skylinecollege.edu/financialaid/financialaidtv.php> Additional resources to support baccalaureate students include Financial Aid TV which provides 24/7 access to: comprehensive

instructional videos available on the College's website; tutorials on "How to Apply", renewal of FAFSA Application; data retrieval tool; SAP, and more.

Financial Aid Packaging - Financial Aid awards are determined once a student has completed their file to include: Federal and State Grants, Federal Direct Loans, Federal Work Study, Scholarships and any additional aid once determined eligible. All Financial Aid applications are online and documents to complete files are located on the College's website. Students are notified via email of incomplete files and links to the electronic forms.

Financial Aid Counseling - Students will be able to meet with a Financial Aid Counselor to: ensure compliance if over a certain unit level and receive assistance with appeal; monitor Satisfactory Academic Progress (SAP) for Successful Program Completion; and, create a Student Educational Plan.

Federal And State Reporting - Skyline College will recertify program participation agreement in January, 2016 for the Department of Education's approval. Additionally, we will renew institutional participation agreement in January, 2016 for California Student Aid Commissions (CSAC) approval.

Admissions and Records

<http://www.skylinecollege.edu/admissions/index.php>

Development of Curriculum and Major - System Programming - Banner and DEGREEWORKS –

<http://www.skylinecollege.edu/academics/degreeworks.php>

Substantial changes will be made to our current systems Banner and DEGREEWORKS. The SMCCCD ITS team will analyze, construct, implement and test needed modifications. In addition to the expertise of the ITS team, A & R Program Services Coordinator-Degree Audit will advise planning prior to, and during development of Curriculum and Major(s).

The following are identified modifications: mitigate negative impacts of Associate and Baccalaureate-level programs running concurrently; separate Lower/Higher-level coursework based on how it affects and appears on the student record (transcript); articulate courses; calculate GPA based on lower/higher-level coursework; determine the need for a separate GPA for higher level coursework; modify the Academic Transcript so that the higher-level coursework is added to the transcript information; create new Degree types in both systems; update current A & R policies to support this student population; analyze if current policies support or hinder this student population.

External Transcripts - Pre-evaluation will be needed to determine: RT Program eligibility; Financial Aid (unit limits) eligibility; determine if high school grades, SAT scores will be required and evaluated as part of the program requirements.

College And Program Application – For the Institutional Application, Open CCCApply will support "institutional" application. Students will be directed to the appropriate path for the baccalaureate program. For the Program Application, an Electronic program application will be developed according to program requirements. Application due dates and deadlines will be to be set early enough to support Financial Aid eligibility, disbursement and appeal deadlines.

2. Sufficient and qualified faculty and staff to effect and sustain the change.

The Respiratory Care program is fully accredited by CoARC and has faculty that meet the accreditation requirement. Respiratory Care Discipline Instructional Faculty assigned to this program include:

Name	Status	Qualifications
Dr. Ijaz Ahmed	FT	AS Respiratory Care, MD, MS, Licensed RCP
Raymond Hernandez	FT	AS Respiratory Care, MPH, Licensed RCP
Brian Daniel	FT	AS Respiratory Care, BS – Allied Health (completion 2015), Licensed RCP
Karsten Roberts	PT	AS Respiratory Care, MS Respiratory Care Leadership, Licensed RCP
Paige Brown-Kelly	PT	AS Respiratory Care, MA Health Services Administration, Licensed RCP
Lee Guion	PT	BS Respiratory Care, MA Gerontology
Heather Esparza	PT	AS Respiratory Care, Licensed RCP
Scott Kawamura	PT	AS Respiratory Care, BA Sociology, Licensed RCP

Table 1 – Skyline College Discipline Prepared Instructional Faculty

Student Services deans and directors and their associated staff supporting the baccalaureate program include:

- A. Angélica Garcia, Ed.D., Dean of Counseling
- B. William Minnich, Interim Dean of Enrollment Services
- C. David Reed, Director of The Learning Center (tutoring programs)
- D. Tom Hewitt, Director of the Library
- E. Amory Cariadus, Director of Student Development
- F. Alina Varona, Coordinator of Career Advancement Academies (CAAs)

3. Professional development for faculty and staff to effect and sustain the change.

The SMCCCD is community supported, meaning that the funding for this program will come from the District’s property tax revenue. The District will dedicate sufficient resources for this program as it is a strategic priority of both the District and Skyline College, and is seen as an integral part of serving our students and community. Proof of the resources is in the District’s financial statements: the District ended 2013/14 with over \$20M in ending balance, approximately 17% of expenditures. The District’s ongoing revenues from property taxes and student fees exceed the state revenue limit by more than \$25M, which leaves ample resources for starting this program. The District is also committed to professional development and allocates funding from its general fund for both faculty and staff professional development annually. Additionally, the SMCCCD Board of Trustees approved support for this pilot at their November 24, 2014 public meeting.

Support for Professional Development is widely available. Skyline College funds and staffs the Center for Transformative Teaching and Learning (CTTL) which is the hub for professional development on campus. Skyline College places great value in developing the skills and talents of its faculty and staff, and believes well-prepared and well-equipped faculty are essential to student success. CTTL services are in integral part of the College’s support of a successful baccalaureate program.

Skyline College, with support from the District, will provide both funding and professional development support for the curriculum development for the major courses as well as for the upper division general

education courses. The College and District are committed to providing any resources identified to support the successful implementation of the pilot program.

4. Appropriate equipment and facilities, including adequate control over any off-campus site.

Skyline College's Respiratory Care facilities are new (6 years old) and meet the needs of program instruction. The program has dedicated classroom/lab space (1275 sq ft) for meeting the needs of didactic and laboratory instruction along with storage facilities (370 sq ft). The lab space is equipped with current respiratory and health care equipment allowing relevant didactic experience supporting effective preparation for clinical rotations providing patient care. There are nine lab stations equipped with full sets of respiratory equipment including state of the art ventilators, oxygen and carbon dioxide monitors, as well as pulmonary diagnostic tools. Through annual planning, comprehensive program review, and student learning outcomes assessment, program faculty are able to assess and determine equipment needs through the college's planning and budget processes. Each year the program has received new or upgraded resources.

There is also a dedicated computer lab for allied health students which houses approximately seven computers and space for small study groups (430 sq ft). Students are able to access credential preparation software as well as a library of other Respiratory Care specific and health related software/multimedia resources. A simulation lab is proposed to be constructed using recently passed bond funds. Patient simulators for lab courses allow students to comprehensively practice skills and abilities towards competencies.

Skyline College's program is affiliated with eleven active clinical sites in San Mateo and San Francisco Counties including premier centers such as UCSF, San Francisco General Hospital and Stanford. Close collaboration with the program's Medical Director ensures current standards of medical practice are met.

5. Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and analysis of fiscal impact on the institution's budget.

SMCCCD has strong management and fiscal leadership. The Chancellor, Deputy Chancellor, Executive Vice Chancellor and Controller have close to 100 combined years of community college experience. The District is the only public higher education institution in the state to hold the bond rating possible, and just succeeded in passing a \$388M bond for capital outlay projects. Having received commendations from the grand jury for our construction management program, we are prepared to continue developing our campuses with integrity and attention to detail. In our 2013-14 audit, the District received zero audit findings for financial statements as well as zero findings for federal and state compliance. The District possesses unrestricted general fund reserves of 17% of expenditures.

Skyline College has a history of financial stability to support student learning programs and services. Overall, the College relies primarily on its share of the District's general unrestricted fund which is distributed among the three colleges and District sites through a resource allocation model. Skyline College's general unrestricted fund for FY 2013-14 was \$31,541,061 and is \$34,967,675 for FY 2014-15. Seventy-four percent (74%) of the unrestricted fund is expended on salaries and 22% on benefits. The College maintains a 2% - 3% reserve separate from the District reserves to sustain the institution should allocations or other revenues decline. For FY 2014-2015, grants and categorical funds provide additional financial support amounting to \$3,172,374. To further provide stability, Skyline College continued to tap new grant awards and other revenue sources amounting to \$4,218,436, for a total of \$7,390,810.

6. A comparative analysis of the budget, enrollment and resources; identify new or reallocated funds.

The baccalaureate degree will build upon the existing associate degree program which is fully funded by the College. The additional programming to complete the baccalaureate degree will include an projected additional cost to the college of \$668,777 in ongoing personnel and support services; \$143,005 in support materials and professional development; and \$310,000 of one time startup costs (e.g., upgraded lab equipment, technology, and learning resources, etc.), as outlined in the Table 2 below.

Resources Needs for Baccalaureate Degree	Budget
Personnel	\$ 525,772
Operating	\$ 143,005
Total Annual Budget	\$ 668,777
One Time Startup Costs	\$ 310,000

Table 2 – Year 1 Projected Resource Needs

Beginning in the Fall Semester of 2016, the first Cohort of 40 students will be admitted as juniors in the baccalaureate program (see Table 3 below). Skyline College expects there to be an increasing demand for the baccalaureate program as cohorts completing their AS degree combine with existing practitioners seeking the higher degree.

Cohort	Size	Entry Date	Graduation Date
1	40 students	Fall 2016	Spring 2018
2	40 students	Fall 2017	Spring 2019
3	40 students	Spring 2018	Fall 2019
4	40 students	Fall 2018	Spring 2020

Table 3 – Five-year enrollment projections for the proposed baccalaureate program and the number of anticipated graduates.

7. A plan for monitoring achievement of the desired outcomes of the proposed change.

The Baccalaureate Degree in Respiratory Care program at Skyline College will be included in the regular process of Program Review in order to monitor the desired outcomes of the program.

8. Evaluation and assessment of student success, retention, and completion.

All programs at Skyline College, as part of the regular process of Program Review, engage in the assessment of student learning, success, retention, and completion. Each year, programs engage in the Annual Program Planning (APP) process, reviewing information on metrics related to student learning, success, and achievement, including retention and progression, in a disaggregated form. Resource requests are made during this annual process, tied to program goals, and supported by information. Every six years, programs engage in the Comprehensive Program Review (CPR) process, setting long term goals for the program to track through the APP process. The Baccalaureate Degree program in Respiratory Care will engage in this process.

E. EVIDENCE THAT THE INSTITUTION HAS RECEIVED ALL NECESSARY INTERNAL OR EXTERNAL APPROVALS.

1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained.

The California Community College Chancellor's Office (CCCCO) required that the application to participate in the baccalaureate degree pilot program be approved by the Board of Trustees, District Chancellor, College President and Vice Presidents, and the Academic Senate President. The submitted application included a signature page signed by these individuals. Approvals required for the establishment of the baccalaureate degree program at Skyline College were as follows:

- CCC Board of Governors
(http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAR2015/PR_4YearDegreeMarchApp_March-16-2015.pdf)
- SMCCCD Board of Trustees
(<https://smccd-public.sharepoint.com/BoardofTrusteesMinutes/2014-11-24%20Minutes.pdf>)
- Skyline College Academic Senate
(http://www.skylinecollege.edu/academicsenate/assets/fall2014/110614/Resolution%20RPTHPi lotBaccalaureate_curric110514.docx)
- Accreditation of the Respiratory Care Program at Skyline College by the Committee on Accreditation for Respiratory Care (CoARC; <http://skylinecollege.edu/respiratorytherapy/>)

All requisite approvals have been obtained.

2. Legal requirements have been met.

The legal requirements to establish the Baccalaureate Degree in Respiratory Care have been met. These include:

- Successful submission of the application to participate in the Baccalaureate Degree Pilot Program to the CCCCCO.
- Selection and approval of the application by the Board of Governors of the CCC System.
- Submission and approval of this Substantive Change Proposal by the ACCJC (pending)

3. Governing board action to approve the change and any budget detail supporting the change.

The SMCCCD Board of Trustees formally approved the development of the Baccalaureate Degree in Respiratory Care. (<https://smccd-public.sharepoint.com/BoardofTrusteesMinutes/2014-11-24%20Minutes.pdf>)

F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT WILL STILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE.

- 1. All requirements should be addressed, and requirements that are particularly impacted by the change should be addressed in detail.**

Eligibility Requirements

Skyline College continues to fulfill each of the twenty-one eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges:

1. Authority

Skyline College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. All programs offered at Skyline College are overseen by the ACCJC.

Impact of Baccalaureate Program

Submission and approval of this substantive change proposal maintains that all programs offered at Skyline College are accredited and overseen by the ACCJC.

2. Mission

Skyline College’s educational mission-vision-values are clearly defined and are reviewed on an ongoing basis by the Skyline College Governance Council (CGC) and the San Mateo County Community College District (SMCCCD) Board of Trustees, in accordance with Board policy. The mission-vision-values were most recently updated in June 2012, following a comprehensive and participatory process. Skyline College utilizes a combined Mission-Vision-Values Statement that clearly articulates the College’s educational purposes, the students we serve, and our commitment to student learning. Skyline College Mission-Vision-Values information is published in the current catalogue and on our website.

Impact of Baccalaureate Program

As detailed in Section A.2 above, the Baccalaureate Program aligns with the Mission-Vision-Values of Skyline College.

3. Governing Board

Skyline College is one of three colleges that comprise the San Mateo County Community College District (SMCCCD), along with the College of San Mateo (CSM) and Cañada College. A five-member Board of Trustees governs the district and its colleges. San Mateo County voters elect the five Trustees (at large) for four-year terms. Students elect a non-voting student Trustee each year for a one-year term. The Board’s organization, which includes authority, membership, election, and terms of office is outlined in Board Policy 1.02. The duties and responsibilities of the Board are detailed in Board Policy 1.10.

Evidence:

Board of Trustees Web Site

<http://www.smccd.edu/accounts/smccd/default.shtml>

Board Policy 1.02

https://smccd-public.sharepoint.com/BoardPoliciesandProcedures/1_02.pdf

Board Policy 1.10

https://smccd-public.sharepoint.com/BoardPoliciesandProcedures/1_10.pdf

Impact of Baccalaureate Program

The Board of Trustees formally approved the formation of the Baccalaureate Program in Respiratory Care.

4. Chief Executive Officer (CEO)

The SMCCCD Board of Governors appoints a Chancellor to act as CEO of all three colleges in the District, and the Chancellor oversees a President at each of the three district colleges. The Chancellor’s duties are outlined under Board Policy 2.02. Each of the three Presidents administer his/her college, as outlined under Board Policy 2.03: “The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations.”

Impact of Baccalaureate Program

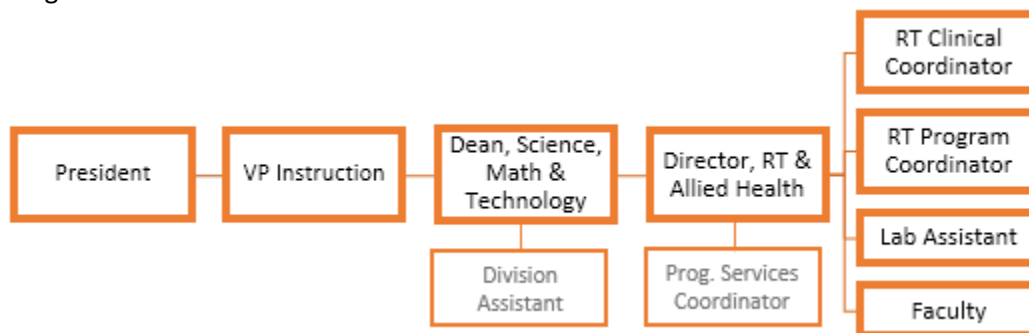
The Chancellor (CEO) of the SMCCCD and the President of Skyline College both formally approved the formation of the Baccalaureate Program in Respiratory Care and are committed to ensuring its success.

5. Administrative Capacity

Skyline College has sufficient academic and support services administrative staff with appropriate preparation and experience to provide the administrative services necessary to support the College’s mission and purpose. In addition to the President, Skyline College has Vice Presidents of Instruction, Student Services and Administrative Services; Deans of Academic Support and Learning Technologies, Business/Education/Professional Programs, Counseling/Advising/Matriculation, Enrollment Services, Kinesiology/Athletics/Dance, Language Arts, Science/Math/Technology, Social Science/Creative Arts, and Planning/Research/Institutional Effectiveness; and Directors of Allied Health, Business Services, the Center for International Trade Development (CITD), the Learning Center/TRiO, Library Services, Marketing/Communications/Public Relations, and Workforce Development.

Impact of Baccalaureate Program

Skyline College has identified the needed administrative capacity to support the Baccalaureate Program.



6. Operational Status

Skyline College has been in continuous operation since 1969. In the 2013/14 academic year, the College had a unique headcount of 17,850 (8,478 FTES) enrolled in 692 courses offered in 1,243 sections. Approximately 43% of these students listed transfer as their educational goal while 30% and 14% listed educational and career development, respectively, as their goal.

7. Degrees

Skyline College offers over 47 Associate of Arts and Associate of Science degrees, 13 Associate Degrees for Transfer (5 pending approval by the State Chancellors Office), and 55 Certificate Programs. The degrees and majors offered by Skyline College are listed in the catalogue and online at <http://www.skylinecollege.edu/academics/degreescertificates.php>

Impact of Baccalaureate Program

Skyline College will be one of fifteen California community colleges to offer a baccalaureate degree, facilitating successful transfer and higher degree attainment for its students.

8. Educational Programs

The degree programs offered at Skyline College are aligned with its mission and meet the California Education Code of Regulations, Title 5 curriculum requirements. When combined with the general education component, this represents two years of full-time academic work. All course outlines of record and degrees have been carefully reviewed, and include student learning outcomes that students can achieve through class content, assignments, and activities. All curricula, including courses offered through distance learning, undergo approval by the Board of Trustees. Student learning outcomes are utilized in all courses in order to assess effectiveness of the instruction and to improve the students' learning experience. Program and course descriptions are found in the catalogue, available both in print and on the web <http://www.skylinecollege.edu/catalogschedule/>

Impact of Baccalaureate Program

The Baccalaureate Program in Respiratory Care will add to the educational programs at Skyline College, and will meet all the requirements of accreditation, education code, and Title V. Curriculum will be developed and approved following established processes and requirements. Student learning outcomes will be developed and assess for the courses and the program, and aligned with the Institutional Student Learning Outcomes (ISLOs) of Skyline College.

9. Academic Credit

Skyline College awards academic credit using the Carnegie standard unit, in accordance with the California Community Colleges Chancellor's Office requirements under California Code of Regulations and Title 5.

Impact of Baccalaureate Program

Sections of courses offered through the Baccalaureate Program will earn credit following the same standard as current courses.

10. Student Learning and Achievement

Each course and program offered at Skyline College has defined and measurable student learning outcomes. These student learning outcomes are assessed by a variety of methods. Coordinated by department and discipline faculty, every course across all modes of delivery or locations, follows the course outline of record and the defined student learning outcomes. The College has also defined

student learning outcomes for general education and for the institution. For a listing of Institutional Student Learning Outcomes, rubrics, and assessment information, please see <http://www.skylinecollege.edu/sloac/isloassessments.php>. Program Student Learning Outcomes are listed in the annual skyline College Catalogue, in both print and electronic format. <http://www.skylinecollege.edu/catalogschedule/>

Impact of Baccalaureate Program

All courses in the Baccalaureate Program will have defined and measurable student learning outcomes.

11. General Education

Skyline College requires a minimum of 18 units in general education towards degree attainment, with a minimum of 3 units each across natural sciences, humanities and social sciences, and a minimum of 2 courses in language and rationality (one each from group a and group b). General Education requirements introduce students to areas of study that develop breadth of outlook and contribute to balanced development. The purpose of the program in General Education is to assist students in moving toward the following goals:

- Developing critical and constructive thinking for problem solving and value discrimination;
- Understanding their relationship to their biological, physical, and cultural environment;
- Understanding the creative activity of others and participating to some extent in creative activity;
- Using basic mechanical, mathematic, and communication skills to solve everyday problems, understand ideas of others, and express ideas effectively;
- Developing a code for personal and civic life as a responsible citizen in a democracy; and,
- Maintaining good mental and physical health and social adjustment.

Detailed information about general education requirements is published annually in the Skyline College Catalogue, available in both print and electronic format.

<http://www.skylinecollege.edu/catalogschedule/>. The Skyline College General Education Handbook is available at:

<http://www.skylinecollege.edu/curriculumcommittee/assets/General%20Education%20Fall%202013%207.9.2013.pdf>.

Impact of Baccalaureate Program

The Bachelor of Science degree in Respiratory Care will include the completion of 120 semester units including 48 semester units of general education course work in alignment with the CSU-GE Breadth requirements and 65.5 semester units of Respiratory Care. The Baccalaureate Program will require 39 semester lower division and 9 upper division semester units of General Education, as detailed in Section H below.

12. Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say

whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth. The District's faculty has the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the district does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. Protecting academic freedom is the responsibility of the College community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate. Academic freedom applies to all courses, including distance education.

<http://skylinecollege.edu/generalinformation/academicfreedom.php> .

13. Faculty

Skyline College has 104 full-time faculty and approximately 206 part-time faculty (AY 2013-14). All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty. Clear statements of faculty roles and responsibilities can be found in the Skyline College Faculty Handbook, at <http://skylinecollege.edu/insideskylinecollege/assets/documents/FacultyHandbook.pdf> and the American Federation of Teachers (AFT) contract (www.aft1493.org) Faculty carry out comprehensive program reviews every six years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections.

Impact of Baccalaureate Program

All faculty who teach in the Baccalaureate Program including at the Upper Division level, will meet or exceed the minimum requirements based on regulations for the minimum qualifications for California Community College faculty.

14. Student Services

Skyline College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Unless exempted, each new student is required to participate in the matriculation process; which involves assessment for admissions, appropriate course placement, college orientation, academic career and personal counseling. All student support services programs promote the objective of serving the whole student and supporting student success. <http://www.skylinecollege.edu/officevpss/index.php>

Impact of Baccalaureate Program

Skyline College offers a comprehensive array of student services for all of its students, including those enrolled the Baccalaureate Program, as outlined in detail in Section D.1.

15. Admissions

Skyline College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title 5. Information about

admissions requirements is available in the catalogue, in the schedule of classes and on district and college websites. <http://skylinecollege.edu/admissions/>

Impact of Baccalaureate Program

As described in detail in Section D.1, the Admissions process for the Baccalaureate Program complies with existing policies and regulations. System and process modifications will be made to accommodate the new program.

16. Information and Learning Resources

Skyline College provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of its students. The library is staffed to assist students, including both onsite and distance learners, in the use of College resources. Wireless internet is available throughout the campus and through computers in the library and learning center without charge to students. The institution is committed to enhancing its learning resources across all possible locations and delivery methods. <http://www.skylinecollege.edu/library/>.

Impact of Baccalaureate Program

As described in detail in Section J, there are sufficient Library and Learning Resources to support the Baccalaureate Program. Online resources and access to databases and publications specific to the Respiratory Care program will be made available for students.

17. Financial Resources

Skyline College, through the San Mateo County Community College District (SMCCCD), has a publicly documented funding base that is reviewed and revised on an annual basis. The baccalaureate degree program and courses are integrated into the annual budget that is approved by the Board of Trustees.

Impact of Baccalaureate Program

As described in Section D.6, Skyline College has developed a preliminary identification of the financial resources needed to support the Baccalaureate Program. The SMCCCD maintains a strong financial position as a community supported basic aid district. The Board of Trustees, Chancellor, and President of Skyline College are committed to the support and success of the program.

18. Financial Accountability

The San Mateo County Community College District undergoes an annual external financial audit for the district and the 3 colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The District's audits for the last eight or more years show no financial audit adjustments and no major findings. The District audit is available through the following link (under Documents): <http://www.smccd.edu/accounts/smccd/financialservices/auditreports.php>

19. Institutional Planning and Evaluation

Skyline College practices participatory governance within an established and integrated institutional planning process that is specifically linked to institutional mission-vision-values, goals, and strategic priorities. The College engages in ongoing and systematic cycles of planning, implementation, and evaluation, in order to maximize effectiveness in promoting academic excellence and student

success. A detailed overview of Skyline College’s institutional planning and evaluation processes is provided in Skyline College Planning and Governance Resources (<http://www.skylinecollege.edu/prie/resources.php>)

Impact of Baccalaureate Program

The Baccalaureate Program in Respiratory Care will be integrated into the well-established institutional planning and evaluation process at Skyline College. The program will go through the regular process of Annual Program Planning (APP) as well as Comprehensive Program Review (CPR) where it will establish and review goals, objectives, and learning outcomes.

20. Public Information

Regularly updated information about all aspects of a Skyline College education, including both onsite and distance education, are available to the public through the Skyline College website, annually published course catalogues, and class schedules published for each semester. Information includes, among others, the College mission-vision-values and goals, academic calendar, degrees and certificates offered, graduation requirements, costs and refund policies, available learning resources, grievance procedures, names and credentials of faculty and administrators, names of members of the Board of Trustees, and relations with Accrediting Commission. The San Mateo County Community College District Board of Trustees provides assurance that Skyline College complies with all ACCJC/WASC requirements and accreditation standards and policies. The College maintains contact with the Commission through its Accreditation Liaison Officer.

Impact of Baccalaureate Program

Information about the Baccalaureate Degree Program will be included in all regular publications and communications used by Skyline College for each of its educational programs.

21. Relations with the Accrediting Commission

The SMCCCD Board of Trustees provides assurance that Skyline College complies with all of the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC)/ Western Association of Schools and Colleges (WASC); describes itself in the same manner to all of its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission. Skyline College maintains contact with the Commission through its Accreditation Liaison Officer (ALO).

Impact of Baccalaureate Program

As part of its commitment to maintaining good relations with the Accrediting Commission, Skyline College is submitting this Substantive Change Proposal for the Baccalaureate Degree Program in Respiratory Care. The ALO has been in regular contact with the Commission regarding this change.

G. EVIDENCE THAT EACH ACCREDITATION STANDARD WILL STILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE AND THAT ALL RELEVANT COMMISSION POLICIES ARE ADDRESSED.

- 1. All Accreditation Standards should be addressed and those that are particularly impacted by the change should be addressed in detail. There should be a description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change.**
- 2. Depending on the nature of the proposed change, the Commission may ask for more detailed information to assist the staff and the Committee on Substantive Change in their review.**
- 3. Failure to address Eligibility Requirements, Accreditation Standards and Commission policies could result in the proposal being considered incomplete or rejected an subject to an additional fee(s).**

Accreditation Standards and Commission Policies Related to Student Learning Programs, Services, and Resources

Skyline College meets all accreditation standards of the ACCJC. The Accrediting Commission for Community and Junior College (ACCJC) last visited Skyline College in Fall 2013. A Follow-up Report has since been completed and addressed the college recommendation. The report was accepted by ACCJC. The college's accreditation is continued through 2019. A Midterm Report will be submitted as request by ACJCC by October 2016.

Standard I: Institutional Mission and Effectiveness

Skyline College demonstrates a strong commitment to a mission, vision, and values (MVV) that emphasizes student learning and student achievement. Using quantitative and qualitative information, the College evaluates and improves its programs and services. The baccalaureate program supports the College's MVV, and will be evaluated to ensure its effectiveness in promoting student learning, success, and achievement.

A. Mission

The addition of a Baccalaureate Degree in Respiratory Care supports the college mission, vision, and values (MVV) and is aligned with the purposes, character, and student population. College goals aligned with the MVV, identify a central role in the preparation of the region's workforce and expand networks and partnerships with businesses, the community and non-profit organizations. Industry has identified a need for baccalaureate degree prepared graduates and the program address the gap in providing this educational opportunity to students in California.

B. Assuring Academic Quality and Institutional Effectiveness

Skyline College assures academic quality and institutional effectiveness through an integrated process of planning and resource allocation. The College demonstrates a commitment to ongoing dialogue about student success in all its forms, including student learning outcomes, and student achievement, with particular attention given to equity. The baccalaureate degree program will be regularly reviewed, through the established Program Review process at Skyline College, for promoting student learning, success, and achievement, and meeting institution-set standards.

C. Institutional Integrity

Skyline College provides clear and accurate information to current and prospective students, personnel, its community, and all persons and organizations related to its mission. Information on the baccalaureate degree program will be disseminated through regular and established means, including the college catalog, website, and handbooks.

Standard II: Student Learning Programs and Services

Skyline College offers high-quality instructional programs, student support services, and library and learning support services. The College provides a strong learning environment that facilitates the achievement of our student learning outcomes, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility. Courses in the Respiratory Care Baccalaureate degree are held to the same academic rigor, review, and student learning outcomes assessment as other courses; and undergo the same approval process. Added rigor will apply for lower and upper division courses.

A. Instructional Programs

Skyline College actively builds comprehensive curriculum for the Respiratory Care Program at both the Associate and Baccalaureate level that is informed by community input, faculty expertise and data analysis. The program has gathered data for developing curriculum and student learning outcomes through external scans, workforce surveys and advisory meetings. The baccalaureate program is aligned to meet both ACJCC and CoARC accreditation standards. Student Learning Outcomes (SLOs) will be established and listed at the course, program, and institutional level. They will clearly be in alignment with each other and the College's mission-vision-values.

Skyline College uses a participatory governance model to support campus-wide dialogue that informs strategic planning and the addition of this program. Members of all campus constituency groups participate in this process through their representation on constituency-specific governance groups, outlined in Skyline College Planning and Governance Resources (<http://www.skylinecollege.edu/prie/resources.php>), and in the College's Compendium of Committees, (located on the Participatory Governance website, <http://www.skylinecollege.edu/participatorygovernance/index.php>)

Skyline College continues to meet the instructional programs component of this standard, ensuring that all instructional programs address and promote the mission-vision-values and the integrity of the institution; design, implement, and measure the effectiveness of student learning outcomes on an ongoing basis; and meet the varied educational needs of our diverse students. The institution assures the quality and improvement of instructional courses and programs across all modalities of delivery, conducts ongoing assessment, and ensures the centrality of faculty leadership in establishing and maintaining quality programs and instruction.

B. Library and Learning Support Services

Skyline College supports student learning, success, and achievement by providing library and learning support services that are sufficient to support its educational programs. The College evaluates its library and learning support services to assure their effectiveness in meeting student needs. Additional resources will be added to support the Baccalaureate Degree in Respiratory Care program, including dedicated subscriptions and library resources, dedicated tutoring and learning support services.

C. Student Support Services

Skyline College is proactive in ensuring that all areas within Student Support Services provide continued, high quality, and comparable support all students regardless of their educational goals. The institution

recruits and admits diverse students who are able to benefit from its programs, consistent with its mission-vision-values. Student support services address the identified needs of students and enhance a supportive learning environment characterized by promotion of student access, progress, learning, and success while ensuring accountability, affordability, and transparency. Skyline College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. In addition to established student support services that assist all students at Skyline College, dedicated services and staff will be provided to support the baccalaureate program, including counseling, financial aid, and learning resources.

Standard III: Resources

A. Human Resources

In an effort to continuously enhance our human resources, Skyline College engages in an integrated planning process that is both participatory and transparent. Guided by the College's strategic priorities, mission-vision-values, and goals; each stage of this integrated process incorporates multiple voices, promotes equity and excellence, and utilizes promising practices that maximize institutional effectiveness and student success.

Skyline College's recruitment, hiring, retention, and ongoing professional development principles and practices are designed to attract a diverse, talented, engaged faculty and staff who are committed to student success for all learners. The Skyline College Human Resources Plan: Staffing for Student Success provides additional detail about our integrated planning for Human Resources, position allocation and prioritization, constituent participation in the process, equity and excellence in staffing, and the College's commitment to ensuring "sufficient" staffing at all levels while also striving for a standard of excellence/ideal staffing above that minimum standard. Personnel are treated equitably, evaluated regularly and systematically, and provided with opportunities for professional development.

The District Office of Human Resources supports all hiring; including orientation for hiring committees; which, among other functions, helps ensure transparency and clarity in position descriptions and advertising of positions.

Evidence:

Skyline College Human Resources Plan: Staffing for Student Success

<http://www.skylinecollege.edu/prie/resources.php>

District Office of Human Resources

<http://www.smccd.edu/accounts/smccd/departments/humanresources/default.shtml>

Center for Transformative Teaching and Learning (CTTL) <http://www.skylinectl.org>

Student Learning Outcomes Assessment Cycle (SLOAC) <http://www.skylinecollege.edu/sloac/>

Office of Planning, Research, and Institutional Effectiveness (PRIE) <http://www.skylinecollege.edu/prie/>

B. Physical Resources

Physical resources which include facilities, equipment, land, and other assets, support student learning programs and services, and improve institutional effectiveness. Skyline College integrates physical resource planning with institutional planning. **The College provides safe and sufficient physical resources that support and assure the integrity and quality of programs and services for Baccalaureate program in Respiratory Care.** In order to ensure the ongoing effectiveness and quality of these

resources, the College uses multiple measures, including Program Review, the Educational and Facilities Master Planning Project (EFMPP), the District Facilities Master Plan, and the College Technology Plan. Through the individual Program Review Process, divisions and programs identify facility and equipment needs based on their mission and consistent with achieving student and program learning outcomes. Equipment requests are forwarded to the appropriate Vice President, and facility needs are forwarded to the President's Cabinet, where projects are prioritized. Based on cost, priority, and/or need, certain projects are completed immediately while others are placed in a capital project category. Funding of capital projects utilizes the Educational and Facilities Master Planning Project, through a process which ensures that new facilities and building modernization projects are consistent with institutional mission-values and goals. After being vetted by the EFMPP, capital projects are forwarded to the District and placed on the District Facilities Master Plan.

Evidence:

Comprehensive Program Review <http://www.skylinecollege.edu/programreview/>

Annual Program Planning <http://www.skylinecollege.edu/annualprogramplanning/index.php>

Educational and Facilities Master Planning Project (EFMPP)
<http://www.skylinecollege.edu/prie/educationfacilities.php>

District Facilities Master Plan
<http://www.smccd.edu/accounts/smccd/departments/facilities/masterplan.shtml>

C. Technology Resources

Skyline College utilizes appropriate technology resources to improve institutional effectiveness and to support student learning programs and services. Technology planning is integrated with institutional planning, and is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. In collaboration with the district, the College provides a robust technology infrastructure and technology resources that includes: smart classrooms; 100% campus wireless Internet access coverage; program-specific instructional computer labs; Student Services, Career, and Transfer computer labs; and a comprehensive set of both administrative software services and student-enabling software services that support all learners.

The Skyline College Education Master Plan 2013-2019 (<http://skylinecollege.edu/prie/educationmasterplan.php>) and Skyline College Technology Plan provide the overarching doctrines for all decisions about technology. The identification of instructional and administrative technology needs and priorities is a collaborative process and is addressed throughout various stages of the integrated planning and budget cycle. District ITS also plays a critical role in identifying campus instructional and administrative needs and trends. The College provides ongoing capacity building and professional development opportunities for faculty and staff.

Evidence:

Skyline College Technology Plan 2012-2015
<http://www.skylinecollege.edu/technologyadvisorycommittee/index.php>

Skyline College Education Master Plan 2013-2019 <http://www.skylinecollege.edu/prie/index.php>

District Information Technology Services (ITS) <http://www.smccd.edu/accounts/smccd/departments/its/>

D. Financial Resources

Skyline College has sufficient financial resources to support its student learning programs and services and to improve institutional effectiveness. Through sound fiscal management and strong leadership, the College has maximized resources and continues to demonstrate a reasonable expectation of both short-term and long-term solvency and stability. The San Mateo County Community College District is also in sound fiscal shape, and the baccalaureate degree resources provided by both the College and the district remain stable and sufficient.

Financial planning at the College is conducted through an integrated, well-documented, and participatory process that involves all constituencies and is grounded in Skyline College's mission-vision-values. Independent external audits are conducted annually. The results of the audits are reported to the Board of Trustees and audit reports are posted on the District website. The District utilizes the California Community College Sound Fiscal Management Self-Assessment Checklist as a barometer for the fiscal health of the institution and as a guide to maintain long-term and short-term financial stability.

Standard IV: Leadership and Governance

A. Decision-making Roles and Processes

Skyline College is fundamentally committed to education as an ideal, and to the empowerment and fulfillment of all learners. The College enacts a level of participatory governance that reflects the College's "students first" philosophy and engage in this process with mutual respect between constituencies and appreciation for the diversity of perspectives and ideas, histories and experiences, cultures and abilities. Because the College believe that students' success is inextricably linked to success in governance and planning, the College strives to make the best decisions at optimal times in order to best serve the students at every stage of their educational journey.

Participatory governance and planning are guided by the College's mission-vision-values and goals and, when successful, result in the accomplishment of the institutional learning outcomes and strategic priorities. Participatory governance and planning are designed to facilitate broad-based engagement that fosters innovation and collaboration. The result is outstanding programs and services for the Skyline College community and this baccalaureate degree program.

B. Chief Executive Officer

The Chancellor of the SMCCCD and the President of Skyline College hold responsibility for the quality of the institution, providing effective leadership in ensuring institutional effectiveness. The Chancellor of the SMCCCD has long been an active advocate for the ability of community colleges to offer the baccalaureate degree. The President of Skyline College has ensured that the development of the baccalaureate program has been integrated with resource planning in order that allocation will support student learning, success, and achievement.

C. Governing Board

The Board of Trustees of the San Mateo County Community College District (SMCCCD) has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of all programs and services of the District and Skyline College. The Baccalaureate Degree program in Respiratory Care has been approved by the Board of Trustees.

Evidence

SMCCCD Board of Trustees Minutes November 24, 2014 <https://smccd-public.sharepoint.com/BoardofTrusteesMinutes/2014-11-24%20Minutes.pdf>

H. EVIDENCE THAT THE BACCALAUREATE PROGRAM MEETS THE MINIMUM REQUIREMENTS FOR THE DEGREE (120 SEMESTER UNITS OR EQUIVALENT)

The Bachelor of Science degree in Respiratory Care will include the following requirements:

- Completion of 120 semester units including 48 semester units of general education course work in alignment with the CSU-GE Breadth requirements and 65.5 semester units of Respiratory Care.
- General Education requirements:
 - Lower division 39 semester unit pattern
 - Area A – English Language Communication and Critical Thinking
 - Area B – Scientific Inquiry and Quantitative Reasoning
 - Area C – Arts and Humanities
 - Area D – Social Sciences
 - Area E – Lifelong Learning
 - Upper Division: 9 semester units
 - Physical/Life Sciences (3 units)
 - Arts/Humanities (3 units)
 - Social Sciences (3 units)
- Completion of lower division coursework for a CoARC accredited Associate of Science (AS) Degree in Respiratory Care.
- Completion of a minimum of 17 upper division semester units in Respiratory Care:
 - Advanced Cardiopulmonary Pathophysiology (3 units)
 - Advanced Respiratory Disease Management (3 units)
 - Principals of Health Education in Respiratory Care (3 units)
 - Research Methodology and Quantitative Principles (3 units)
 - Reparatory Care Leadership and Management (3 units)
 - Culminating industry work based learning project focusing on one or more of the curriculum areas (2 units)
 - Additional elective units as needed to meet the 120 graduation requirement.
 - Note: Up to 9 units of prerequisite courses (Chemistry, Anatomy, Physiology, and Microbiology) may be double-counted to meet general education requirements in Area B Scientific Inquiry

Curriculum for the upper division Respiratory Care and general education courses will be submitted in the fall 2015 to the Skyline College Curriculum Committee and the SMCCCD Board of Trustees for approval for submission to the state for approval. These courses will be developed by faculty who meet qualifications for teaching upper division courses in their respective disciplines. The outcome of the baccalaureate degree program is to prepare students beyond direct patient care to practice in areas in research, management, and clinical and outpatient education.

I. EVIDENCE THAT THE BACCALAUREATE PROGRAM MEETS THE MINIMUM BACCALAUREATE LEVEL GENERAL EDUCATION REQUIREMENTS.

- 1. 36 semester units or equivalent.**

2. **Distributed across the major areas for General Education (arts/humanities, natural science, mathematics, social science, and oral/written communication).**
3. **Integrated throughout the curriculum (distributed to both lower and upper division courses)**

The baccalaureate degree in Respiratory Care will include 48 semester hours of general education. Of these 48 semester hours, 39 semester units will be lower division and aligned with the CSU-GE Breadth General Education requirements. An additional 9 semester units of upper-division general education course work will be required in the third and fourth year of the baccalaureate degree following a specified pattern.

Lower Division General Education 39 semester unit pattern:

- Area A – English Language Communication and Critical Thinking (9 units)
 - A1: Oral Communication (3 units)
 - A2: Written Communication (3 units)
 - A3: Critical Thinking (3 units)
- Area B – Scientific Inquiry and Quantitative Reasoning (9 units)
 - B1: Physical Science (3 units)
 - B2: Life Science (3 units)
 - B3: Laboratory activity related to one of the completed science courses chosen from B1 or B2 (1 unit)
 - B4: Mathematics/Quantitative Reasoning (3 units)
- Area C – Arts and Humanities (9 units) one course from C1 and one course from C2 and one course from either C1 or C2
 - C1: Arts (3 units with option of 3 additional units)
 - C2: Humanities (3 units with option of 3 additional units)
- Area D – Social Sciences (9 units) Courses must be selected from at least two different subject areas-
 - Note: Consistent with CSU graduation requirements, students must complete the American History, Constitution, and American Ideals requirement as a graduation requirement. Students can complete this requirement by taking appropriate History and/or Political Sciences courses from Area D.

Area E – Lifelong Learning (3 units) - Not all courses may be completed in physical activity.

California Community Colleges or other certifying institutions can certify up to 39 lower division general education CSU-GE Breadth units. Students who are certified to have completed 39 semester units of lower division CSU-GE Breadth units will only be required to complete a minimum of 9 semester upper division general education units in the baccalaureate program following the specified pattern.

Upper Division General Education - 9 semester unit pattern

- Physical/Life Sciences (3 units)
- Arts/Humanities (3 units)
- Social Sciences (3 units)

While some courses may be listed in more than one general education area, a course may be applied to meet only one subject requirement. Students who have completed AP and/or IB tests will be awarded general education credit per the CSU System-wide Credit for External Exams (EO AA-2014-21).

J. EVIDENCE THAT THE LIBRARY AND LEARNING RESOURCES ARE SUFFICIENT IN QUALITY, CURRENCY, VARIETY, QUANTITY, AND DEPTH TO SUPPORT THE BACCALAUREATE PROGRAM.

Through robust library services, Skyline College supports the quality of its instructional programs. The College ensures that library and learning resources are available to students regardless of location or means of delivery and that these services are sufficient in quantity, currency, depth and variety. The library, along with discipline specific support centers, provide students with accessible, high-quality support.

The library provides students, staff, and faculty with resources, services, and facilities that directly contribute to the MVV of the College and to the achievement of student learning outcomes at the course, program, and institutional levels. Skyline College librarians, faculty, and staff select and maintain a variety of current and authoritative materials that compliment and support every academic and vocational program offered at the College. In addition to supporting all instructional programs, the library's resources and services also support the College's intellectual, aesthetic, and cultural activities.

The library houses over 50,000 titles, hosts a robust online database collection and has access to over 100,000 e-book titles. The Library currently has two print journals in the Respiratory Care discipline. They are *Chest* and *American Journal of Respiratory and Critical Care Medicine*. In addition, the Library has subscriptions to *Heart and Lung*, *Hospital Practice* and *JAMA - Journal of the American Medical Association*. In the near future, the Library will be purchasing a subscription to the online EBSCO CINAHL (Cumulative Index to Nursing and Allied Health Literature) database.

The Selection of library resources is informed and guided by the learning needs of students. Using the Collection Development Policy for guidance, librarians work with classroom faculty and the community to build and maintain a library collection that supports student learning needs. Librarians work with faculty in the following ways to gain detailed and current information about student learning needs:

- Faculty Participation in Collection Development: Information about student learning needs is provided when classroom faculty work with librarians to assess the quality and adequacy of library holdings in the subject areas in which they teach. Using online forms, faculty can recommend that the library purchase specific books or begin subscriptions to specific journals so that students will have access to materials that enable them to complete their assignments and meet course learning outcomes. Faculty are also consulted on larger collection development issues as they arise, such as starting or ending subscriptions to specialized online databases and/or expensive journals, selecting expensive reference works, and withdrawing books.
- Library Representation on the College Curriculum Committee: Since a librarian serves on the Curriculum Committee, the library is kept informed about all new and modified courses, programs, certificates, and degrees. The librarian reviews student learning outcomes and the Course Outline of Record for all courses that come before the committee. Both of these documents give library faculty information regarding resources the library can provide to support learning needs of students.
- Research Workshops: Skyline College librarians teach approximately 100 research workshops each semester, covering the basic principles of research for courses in a variety of academic disciplines and Career Technical Education programs. Since these workshops are tailored to the

specific subjects, assignments, and projects required by each instructor, librarians gain detailed information about student learning needs. Librarians work with classroom faculty to ensure that the library has the necessary print and online materials for students to complete their projects.

- Program and Institutional Student Learning Outcomes (PSLOs and ISLOs): Faculty generated descriptions of student learning outcomes at the program and institutional levels help guide the selection of library materials.

Skyline College librarians, working with faculty and staff, select and maintain educational equipment and materials in the following categories:

- Library Online Resources: Faculty librarians provide expertise in the selection and maintenance of educational materials and equipment that enhance student learning, and provide both onsite and remote support to students in accessing and effectively utilizing these resources:
 - Research Databases: The library subscribes to a comprehensive array of academic research databases covering the social sciences, humanities, natural sciences, law, business, and current events. An interdisciplinary suite of databases is offered via the EBSCOhost Premier Package, which includes Academic Search Premier, America: History & Life, eBook Academic Collection, PsycARTICLES, and more. Other key databases include AccessScience, ACS Chemistry Journals, ARTstor, CountryWatch, Ethnic NewsWatch, Films On Demand Digital Educational Video, Grove Music Online, Historical San Francisco Chronicle, JAMA Online, JSTOR, Newspaper Source Plus, Oxford English Dictionary, ProQuest Biology Journals, and ScienceMagazine Online. A complete list of the library's more than 40 subscription research databases (organized by subject and title) can be found at the library's homepage.
 - E-book Collections: The library offers more than 112,000 academic e-books through the EBSCO eBook Academic Collection. Through its membership in the Peninsula Library System (PLS), students also have access to two additional subscription e-book collections: Overdrive (approximately 5,000 popular fiction and nonfiction titles), and Safari Books Online (approximately 5,000 titles in technology, digitalmedia, and business).
- Computer and Network Technology: The library has a wide area network of 84 computers available for public use. Thirty-eight computers are in the library's computer classroom and are used for information literacy workshops. The remaining 46 are in the main reading room and are available for daily use. In addition to accessing the Internet, these computers also offer Microsoft Office. For those with laptop and tablet computers, the library offers wireless Internet access and wireless printing.

There are several avenues through which the College assesses the effectiveness of the library's collection to ensure that it is of sufficient quantity, quality, depth and variety. The primary method of evaluating the collection is through the ongoing collection development activities of Skyline College librarians. Collection development is a continuous and systematic effort to ensure that the library offers current, authoritative books, journals, and databases that support and enhance the curriculum and meet the learning needs of students. This process involves selecting new materials by consulting bibliographies, literature reviews, publishers' catalogs, and reputable book review sources; discarding out-of-date materials; and staying abreast of current research trends in the academic disciplines taught on this campus.

All activities related to selecting, managing, and discarding library materials are guided by the Skyline College Library Collection Development Policy. This document is a guide for all those involved in decisions regarding the collection so that coordination and consistency in materials management is

developed and maintained. Each full-time librarian has been assigned specific subject areas and is responsible for a systematic evaluation of the holdings in these subjects on a regular basis. The goal is to maintain the strengths and correct the weaknesses of the collection by anticipating, identifying, and responding to the changing information and education needs of students and faculty.

An important function of the Collection Development Policy is to identify the desired level of scholarly quality, content, and complexity for each subject area in which the library collects materials. Section VII of the Collection Development Policy identifies the “level” of collecting in 77 subjects and disciplines relevant to the College’s curriculum. The levels are defined as follows:

- initial study = introductory works
- basic study = introductory and intermediate works
- advanced study = introductory, intermediate, and advanced works

By identifying the scope and comprehensiveness of collection development in subjects taught at Skyline College, the library ensures that all courses and programs have adequate materials in the library and that the library’s acquisition plans are directly related to the College’s educational offerings. This process will be implemented for collection development in support of the Bachelor’s degree program.

K. EVIDENCE THAT FACULTY QUALIFICATIONS ARE RIGOROUS AND APPROPRIATE IN REGARD TO:

1. Discipline expertise.

The Respiratory Care program is fully accredited by the Committee on Accreditation for Respiratory Care (CoARC) and employs faculty that meet this accreditation requirement. Respiratory Care Instructional Faculty assigned to this program hold the minimum qualifications to teach within the discipline per Minimum Qualifications for Faculty and Administrators in California Community Colleges. Faculty also hold industry expertise in the subject matter to which they are assigned.

All faculty meet requirements for licensure in the state of California. Each have completed coursework in the field of Respiratory Care through a CoARC accreditation education program. Many are directly working in a health care institution and provide direct care to patients and/or hold positions in management, education, research, or other applicable specialty areas in Respiratory Care. To maintain licensure, all faculty complete a minimum of 15 continuing education units every two years. Each faculty member has unique discipline expertise they bring which synergistically provides a comprehensive, enriching experience to the students in the program (see resumes). Faculty are identified and assigned to teach courses focused in their area of expertise and are supported by the Program Director to ensure effective teaching and learning is provided in the classroom and student learning outcomes are met.

2. Level of assignment (at least one degree level above the baccalaureate degree for faculty assigned to baccalaureate degree courses or equivalent).

The Associate Degree in Respiratory Care CoARC accredited pathway program will remain intact. Faculty identified to teach courses at the associate degree level major coursework currently meet the minimum qualifications, as required by the Minimum Qualification for Faculty and Administrators in California Community Colleges, holding a Baccalaureate Degree with a minimum of two years applicable experience or an Associate Degree with a minimum of six years applicable experience.

Faculty who will be teaching baccalaureate degree courses will hold a minimum of a Master’s Degree and professional experience for the course content for which they will be assigned.

Name	Status	Qualifications	Baccalaureate Coursework
Dr. Ijaz Ahmed	FT	AS Respiratory Care, MD, MS, Licensed RCP	Culminating Respiratory Care Project
Dr. Carla Grandy	FT	PhD Earth Sciences	Research Methodologies and Qualitative Principals
Raymond Hernandez	FT	AS Respiratory Care, MPH, Licensed RCP	Principals of Health Education in Respiratory Care
	FT	Arts and Humanities	
	FT	Social Sciences	
Brian Daniel	FT	AS Respiratory Care, BS – Allied Health (completion 2015), Licensed RCP	Associate Degree Major Coursework
Karsten Roberts	PT	AS Respiratory Care, MS Respiratory Care Leadership, Licensed RCP	Advanced Cardiopulmonary Pathophysiology
Paige Brown-Kelly	PT	AS Respiratory Care, MA Health Services Administration, Licensed RCP	Respiratory Care Leadership and Management
Lee Guion	PT	BS Respiratory Care, MA Gerontology	Advanced Respiratory Care Disease Management
Jim Harvey	PT	MS Physiology, Licensed RCP, RPFT	BS Respiratory Major Elective
Heather Esparza	PT	AS Respiratory Care, Licensed RCP	Associate Degree Major Coursework
Scott Kawamura	PT	AS Respiratory Care, BA Sociology, Licensed RCP	Associate Degree Major Coursework
Joseph Rice	PT	AS Respiratory Care, MBA Health Service Management	BS Respiratory Major Elective

Table 4 – Skyline College Discipline Prepared Instructional Faculty